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ABSTRACT

This report summarizes a study that analyzed the inclusion of students with disabilities in the accountability systems of 48 state education accountability reports and that of Washington, D.C. Extreme variability was found to exist in the reporting practices across states and there was little information on students with disabilities. Eleven states included test-based outcome data for students with disabilities in their reports and only five states produced a separate special education report. Many states include input/context and/or process indicators for students with disabilities, but few reported outcome data for these students. Finally, every state was unclear on at least one educational indicator in their accountability system and whether students with disabilities were included. The report contains the following recommendations about reporting on students with disabilities: (1) be clear about the role of students with disabilities in data and standards; (2) while special education reports can be useful in providing detailed information about students with disabilities, general accountability reports should also include information on students with disabilities; and (3) when making comparisons among schools, districts, and states, comparisons should be based on similar populations. (Contains 28 references.) (CR)

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Technical Report 20

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State Accountability Reports: What are States Saying about Students with Disabilities?

EC 306726

NATIONAL CENTER ON EDUCATIONAL OUTCOMES

In collaboration with:

Council of Chief State School Officers (CCSSO)

National Association of State Directors of Special Education (NASDSE)

Technical Report 20

State Accountability Reports: What are States Saying about Students with Disabilities?

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May 1998

NATIONAL CENTER ON EDUCATIONAL OUTCOMES

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Executive Summary

Public reports on education reflect the ways in which accountability is handled by the state. The extent to which students with disabilities are included in these reports is an important index of the extent to which responsibility is taken for the education of these students.

This analysis presents information on accountability reports sent to us from 48 states and Washington, DC. Our analysis of the 113 reports we received focused on the accountability systems in general and, specifically, on how students with disabilities are represented in the reports. Results of this analysis include the findings of:

- extreme variability in reporting practices across states
- presence of little information on students with disabilities
  a. Only 11 states include test-based outcome data for students with disabilities in their reports.
  b. Five states produce a separate special education report.
  c. Many states include input/context and/or process indicators for students with disabilities.
  d. Every state is unclear on at least one educational indicator in the accountability system as to whether students with disabilities were included.

The following recommendations are made as a result of our analysis:

- Specify the target audience for each report, and gear the information to that audience.
- If possible, gain input from the targeted audiences on information needs.
- Provide a "pyramid of information" with a brief, easy-to-understand report for quick reference, and more detailed information available to those who need it.
- Avoid a great deal of overlap or inconsistency among reports.
- Make the purpose of the accountability system clear, and provide the reader with information on the appropriate and inappropriate use of information (such as whether to make comparisons among districts).
- Choose educational indicators carefully and maintain some consistency among different reports.
- Be clear about the role of students with disabilities in data and standards. If making references to "all" students, then "all" students should include students with disabilities.
- While special education reports can be very useful in providing detailed information about students with disabilities, regular education reports should also include information on students with disabilities.
- When making comparisons among schools, districts, and states, and even when making comparisons over time, comparisons should be based on similar populations. It is important to know the characteristics of the students whose scores are being compared, such as the number of students with disabilities, the socioeconomic status of students, and other characteristics.

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Background

During the past five to ten years of educational reform, policymakers, school administrators, legislators, and the general public have pressed to know whether education is working for students. In response to this, education has developed outcomes-based accountability systems, which are systematic methods to assure those inside and outside the educational system that schools and students are moving toward desired goals (Brauen, O'Reilly, & Moore, 1994). An accountability system is more than the assessment of outcomes; it requires that student performance be reported routinely and that consequences follow (Brauen et al., 1994). According to Brauen et al., consequences may be distributed to either individuals, such as a student or a teacher, or to systems, such as a program or school. Consequences may include sanctions, such as failure to graduate or loss of personnel, and/or rewards, such as public recognition of success or increased funding (Bond, Braskamp, & Roeber, 1996; Brauen et al., 1994; Geenen, Thurlow, & Ysseldyke 1995).

The most common way of documenting progress for accountability systems has been through the development of state accountability reports that regularly present indicators of the status of public education, including student assessment data, data on students and teachers, and school finance data (CCSSO, 1995). Indicators are statistical measures of some aspect of the educational system (College of Education & Human Development, 1996). In 1995, the Council of Chief State School Officers (CCSSO) produced a document on state accountability reports that was based on a survey of state assessment directors. A partnership between CCSSO and the North Central Regional Educational Laboratory (NCREL) annually produces the State Student Assessment Program Database, which includes data obtained from annual surveys of state assessment directors. These reports are excellent summaries of state reporting purposes, levels of statistics reported, frequency of reporting, whether these reports were mandated, and whether rewards and/or sanctions were attached to reporting in the state (Bond et al., 1996; CCSSO, 1995). Bond et al. indicated that most of the 45 states with currently functioning statewide assessment programs use each of their assessment components for two to four of the following six purposes: improving instruction and curriculum; program evaluation; school performance reporting; student diagnosis or placement; high school graduation; and school accreditation.

Until recently, little information was available on where students with disabilities fit into state accountability systems. Ysseldyke (1995) as quoted by Bond et al. (1996) noted that 6 to 14 percent of the total tested elementary population and 5 to 10 percent of the total tested high school population were students with disabilities. Forty-one states allow students with disabilities to be excluded from the state assessment program (Thurlow, Scott, & Ysseldyke, 1995). These students can be exempted from the assessment if the assessment is not

appropriate for them (content is not included in student's IEP), and for most states, a student is included or excluded based on IEP recommendations. It also has been reported that even when students with disabilities participate in the statewide assessment program, their scores might not be included in the state, district, or school averages (Erickson, Thurlow, & Ysseldyke, 1996).

Elliott et al. (1996) reported that 41 states had written guidelines about the participation of students with disabilities in their statewide assessment programs. Thirty-nine of these states reported that they offered special testing accommodations for students with disabilities. Of the 133 different assessments employed by the states in 1994, participation rates could be estimated by state special education directors for only 49 (Erickson, Thurlow, & Thor, 1995). Thurlow, Scott, and Ysseldyke (1995b) further found that of the 24 states that described what they do with data on students with disabilities in their written guidelines, more than half (n=14) stated that data from students with disabilities were not included in their accountability reports; however, eight states did document the number of students excluded from the assessments. According to Elliott et al. (1996), it is not uncommon for those students with disabilities who do participate in assessments to have their scores deleted, their results shared only with parents, or no record kept of their even taking the test.

States vary in their reporting practices. As Elliott et al. (1996) pointed out, some states make decisions about reporting based on whether a student receives an accommodation or on what type of accommodation the student receives. It is also not uncommon for students with disabilities to be excluded from participation rates for the assessment. Elliott et al. contend that if students with disabilities are not assessed in some manner and their results are not reported, then accountability for the quality of their educational experience may be compromised.

To better understand the status of students with disabilities, we examined actual accountability reports from states, rather than analyzing policies or personnel reports about practice. We looked at the kind of accountability data reported, the presence of comparative data, and the breakdown of results for groups of students, particularly students with disabilities. Thus, our focus was on information that was not included in the CCSSO survey and State Student Assessment Programs Database. Our primary objective was to document the extent to which students with disabilities and their assessment results are included in state accountability reports, and to address and recommend ways to move toward systematic and inclusive reporting practices.

Method

The accountability documents for this analysis were obtained by calling the state assessment directors or their designees in each of the 50 states and Washington DC, beginning in fall 1995. The calls were made based on the information from the CCSSO (1995) report, which listed accountability documents for each state as well as interview information about the state's accountability system. Unless otherwise indicated, our analysis is based solely on the information contained in the written documents, and not based on other sources of information. Second and third calls were made to a few states that had not responded by early fall, and all documents were obtained by May of 1997. We occasionally received updated information for the original documents, and these were included in our data coding, but we did not formally solicit updated information for this analysis. Accountability reports were collected from all states except California (testing program currently under revision), Minnesota (currently developing an accountability system), and Wyoming (no formal accountability documents available). We did not include reports of special studies or evaluations of specific programs in our analysis.

Each document was thoroughly examined, using a checklist of commonly used indicators of educational performance, and descriptive notes regarding each accountability document. The indicators were selected by first perusing several existing models of education (e.g., Oakes, 1986; Shavelson, McDonnell, & Oakes, 1989, Shavelson, McDonnell, Oakes, & Carey, 1987). In addition, several of the documents we had received were scanned to determine whether additional types of indicators were needed. The checklist and descriptive notes were completed simultaneously. Essentially, raters started at the beginning of each report, marking the indicators present and writing notes. Any information that was found on students with disabilities was noted.

Limitations and Cautions

This analysis was limited by some of the following factors:

- ***Accountability systems are changing, dynamic processes.*** A detailed analysis of this type will necessarily have some information that is out of date by the time of publication. In addition, the documents we obtained contain data ranging from the 93-94 school year to the 95-96 school year.
- ***Different accountability systems have different definitions of accountability.*** Our requests were answered by state assessment directors in different ways. For example, some states included reports based solely on financial information. Other states may have had the same types of reports, but did not consider them to be accountability documents so they did not send them.

- ***This analysis is based on documents, not interviews or other sources of information.*** Exceptions include accountability information obtained through the World Wide Web.
- ***This analysis includes over 100 documents, obtained at various times from the fall of 1995 through May 1997.*** Many people have contributed to the daunting task of reading and coding each report. Every effort was made to maintain internal consistency and reliability throughout this process. This was accomplished by repeated rechecking of coding, and final consistency checks by two individuals.

Results

The following sections contain summary information about the accountability documents given to us by each of the states and Washington DC. The information is taken from the tables in the appendix (Tables A–D), the state summaries, which are in a separate document available from NCEO (Thurlow, Langenfeld, Nelson, Shin, & Coleman, 1997), and the documents themselves. Much more information is available in these tables and in the state summaries than could be summarized here.

How are Data Reported?

There is a great amount of variability in accountability reporting across states. There is also variability within state documents when more than one report is produced by a single state.

Number of reports. As shown in Table 1, a number of states compile their accountability data into a single report (n=16). Thirty-two states provided multiple accountability documents. North Carolina and Oklahoma each provided six accountability documents, and New York provided the most (n=7). For more information, see Table A in the appendix.

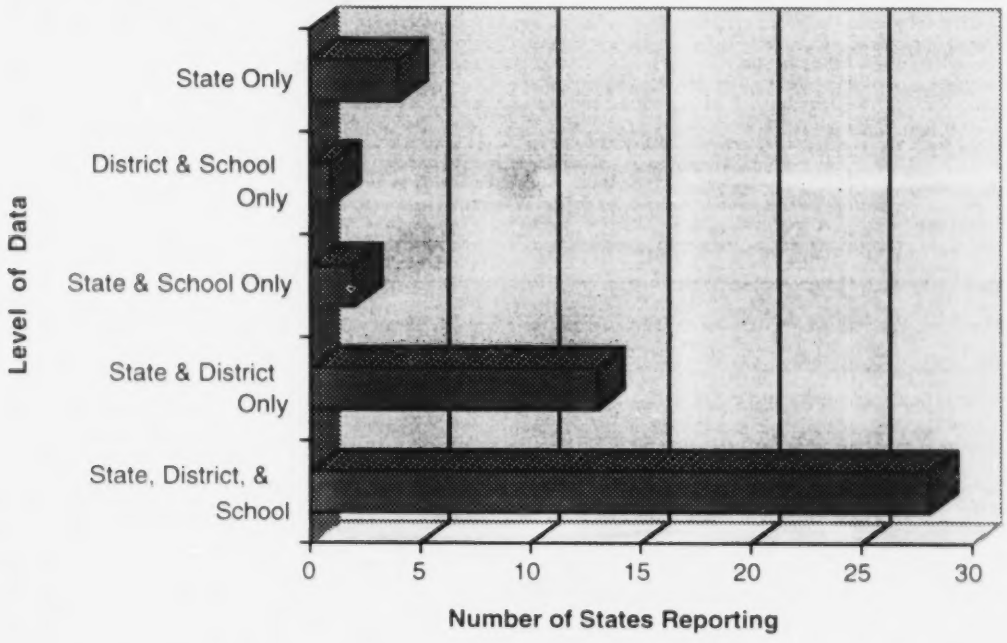
Table 1. Number of Accountability Reports Sent to NCEO by State Assessment Directors

# of Reports	States
7	New York
6	North Carolina, Oklahoma
5	South Carolina, Georgia
4	North Dakota, New Hampshire, Ohio, Texas, Utah, Vermont
3	Louisiana, New Jersey
2	Alabama, Arizona, Arkansas, Connecticut, Florida, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Michigan, Missouri, Nebraska, Pennsylvania, Rhode Island, Tennessee, Virginia, Washington
1	Alaska, Colorado, Delaware, Washington DC, Iowa, Maine, Maryland, Massachusetts, Mississippi, Montana, Nevada, New Mexico, Oregon, South Dakota, West Virginia, Wisconsin

Length of reports. Accountability documents ranged in length from two to approximately 600 pages. Unique documents included small pocket size reports or posters with general summary information. Some documents provided highly detailed special education data.

Level of data reported. States varied considerably in the level of data reported, which refers to the level of detail given in the accountability documents. Reports may provide state, district, and/or schoolwide averages for test data during a particular school year. Figure 1 shows the level of data reported by each of the states, according to all of the documents sent to us by each state. (Table B in the appendix gives more detailed information, providing the level of data reported for each document.) States may have any combination of state, district, and school-level reporting, and these may vary from document to document, and from one indicator to another. The combination of the first two columns in Figure 1 (State & District only, and State, District & School), makes it clear that most states do provide accountability data at the state and district levels (N=41). Twenty-eight states actually report data at all three levels. Four states provide only state level data (Colorado, Iowa, Montana, and Oregon).

Figure 1. Level of Data Reported



Focus of Documents

We looked at the focus of reports as being directed toward inputs/contexts, processes, or outcome indicators, where indicators are statistical measures of some aspect of the educational system (College of Education & Human Development, 1996). Our analysis revealed a great deal of variability in the focus of reports. In the analysis, "inputs/contexts" refers to accountability indicators that describe the student's learning environment as well as demographic characteristics, financial and human resources of the particular district's population (e.g., student-teacher ratio, cost) (Bruininks, Deno, McGrew, Shriner, Thurlow, & Ysseldyke, 1991). Process indicators describe student participation and school district evaluation (e.g., enrollment, attendance, accreditation status). Outcome indicators are nontest and test data indicators that focus on the end result of a student's learning process or are indices of the products of a reciprocal interaction between the individual and school or life experiences.

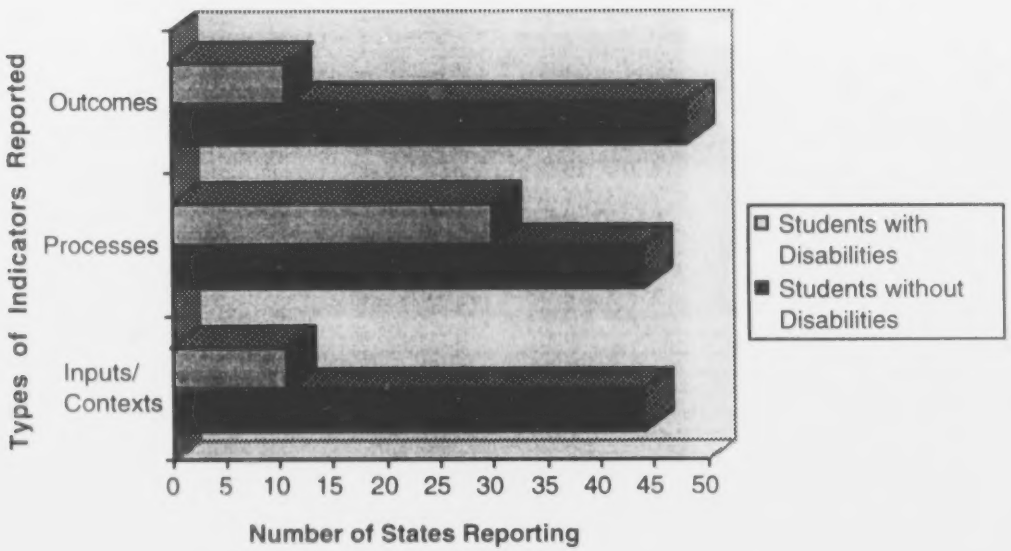
Figure 2 shows the number of states that report on inputs, processes, and outcomes for regular education students, and for students with disabilities. Of the states that sent us information, all but four (Delaware, Kentucky, Montana, and Washington) included information on the inputs/contexts of education for regular education students. All states but four (Delaware, Idaho, Montana, Washington) included information on the educational process. *All* states included information on the outcomes of education. Table A in the appendix shows the focus of reporting, aggregating all of the reports that were sent to us by the states. Tables C and D in the appendix show the various inputs/contexts, processes, and outcomes indicators reported in each accountability document. More detailed information is contained in the separate document containing state summaries (Thurlow et al., 1997).

Students with disabilities. From Figure 2, it is obvious that while all states included outcome information in at least one report, only 11 states reported outcome information for students with disabilities. The most commonly reported information for students with disabilities was process information (see the section on Educational Indicators for additional information on the types of indicators reported for students with disabilities).

Purposes of Documents and Targeted Audiences

This analysis includes only those purposes, consequences, and targeted audiences that were specifically mentioned in the introductions to documents or were clearly stated within the text. It should be noted that the purpose of producing an accountability report can be different from the purpose of an accountability system. Yet, this may not be clear in the statements found in the reports.

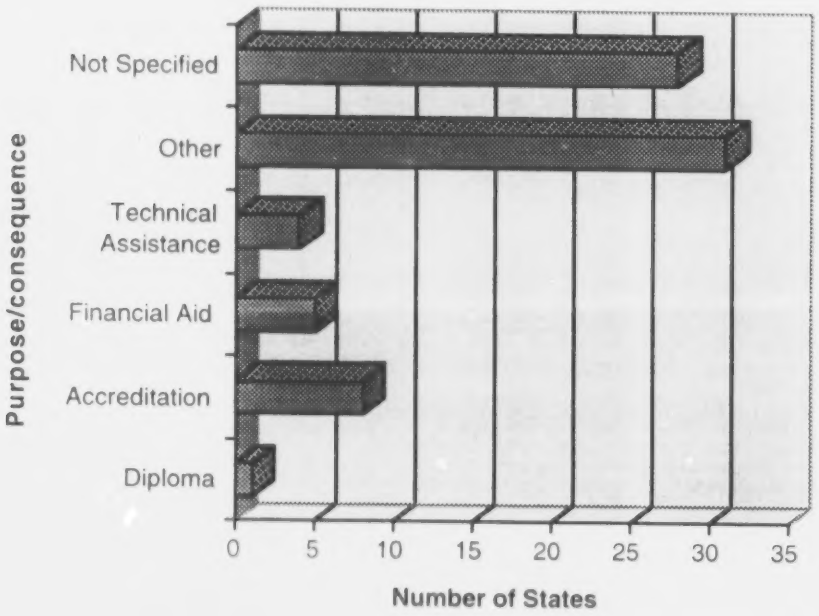
Figure 2. Focus of Reporting



Purposes and consequences of accountability system. Figure 3 shows the number of states that mentioned specific purposes or consequences in the introductions to their reports. Since most states had multiple reports, and often stated more than one purpose, the numbers in the figure overlap. The columns show the specific purposes that we targeted in our analysis. Eight states use the information in their accountability reports for accreditation purposes, while five states report financial aid as a purpose of the accountability system. Technical assistance was cited as a purpose/consequence of the information in four states' accountability reports. Finally, only one state (Virginia) used the information reported in its accountability document for diploma purposes.

Thirty-two states fall into the "other" category, with the majority of these stating the purpose of their reports was "to provide information," without mention of why the data were collected, or how the data should be used. Other purposes were to: comply with state requirements for testing or legal operation of schools; measure the progress of education; make policy decisions; generate local, district, and national comparisons; use as a tool for progress toward meeting Goals 2000; aid in curriculum development; describe the role and function of the state department of education; increase partnerships between schools and neighborhoods; and provide a picture of school management. Twenty-eight states did not mention a purpose in at least one of their accountability documents.

Figure 3. Purposes and Consequences of Accountability Systems



High stakes testing. Many reports do not mention the stakes attached to particular tests, or do not make the stakes of testing clear. For example, Texas only mentions that the TAAS (Texas Assessment of Academic Skills) is a graduation exit exam in the glossary section of one of its documents. Several documents mention the TAAS without mentioning the stakes. Ohio sent us data without mention of how any of the tests reported are used. Of the 17 states that had a graduation exam at the time of this report, only one state (Virginia) stated this purpose clearly at the very beginning of the document when commenting on the purposes and consequences of its accountability system.

Target audience. Figure 4 shows the number of states that mentioned a specific audience by name in the introduction to their reports, or in the title of their reports. The majority of states do not specify who their target audience is in at least one of their reports (N=31). While not shown on the figure, we also counted 14 states that did not specify a target audience in any of their reports. From looking at Figure 4, it is evident that:

- The most common target audience of reports is the general public (27 states).
- 18 states direct their reports to the government (local school boards, state legislature, or federal government).
- Teachers and administrators also appear to be an important audience: 16 states direct their reports to teachers and administrators and other school personnel.

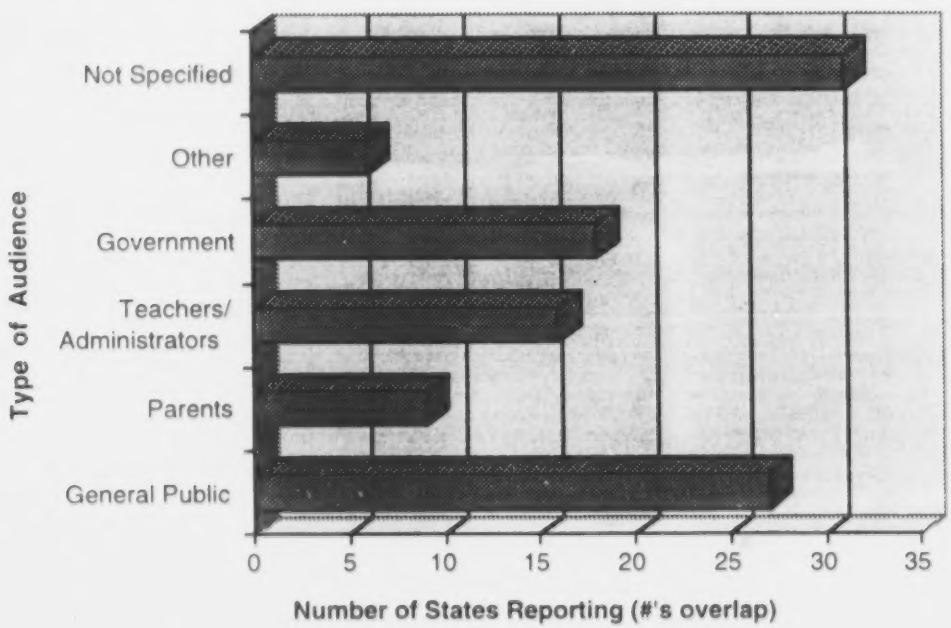
- Only nine states specifically mention parents as the target audience (though parents are probably included under those reports directed to the general public)
- Reports directed at "other" audiences (n=6) included: special education community (from a special education document), students, researchers, and assessment personnel.

Types of Indicators Used

Accountability reports use a wide range of indicators. Figures 5 and 6 show the educational indicators that we used in our analysis, and the number of states with at least one document reporting each indicator. A glossary of all of the indicators used in the analysis is included in the appendix. Tables C and D in the appendix show the indicators used in each report. More detailed information is included in the state summaries document (Thurlow et al., 1997).

We found a variety of common and unique educational indicators. Examples of common indicators included such things as detailed financial information (such as levy data and expenditures), staffing information (such as teacher education), and postsecondary outcomes (such as percentage of students attending college or employment rates). Some unique indicators included absenteeism rates, student mobility rates, and minutes spent in math and reading instruction.

Figure 4. Target Audiences



Special education students. In Figures 5 and 6, it is evident that the most common educational indicator used for special education students is enrollment (N=25). Enrollment data for special education students often includes detailed information on the number of students in each disability category, average daily membership, and referral data. Other special education indicators included special programs, and detailed expenditures. A few states included such indicators as time spent in regular education versus separate settings, number of students exiting special education and reasons for exit, staff and case load ratios, and racial/ethnic gender special education classification rates. Again, little outcome data for students with disabilities were reported, particularly with test data.

Figure 5. Test-Based Educational Indicators

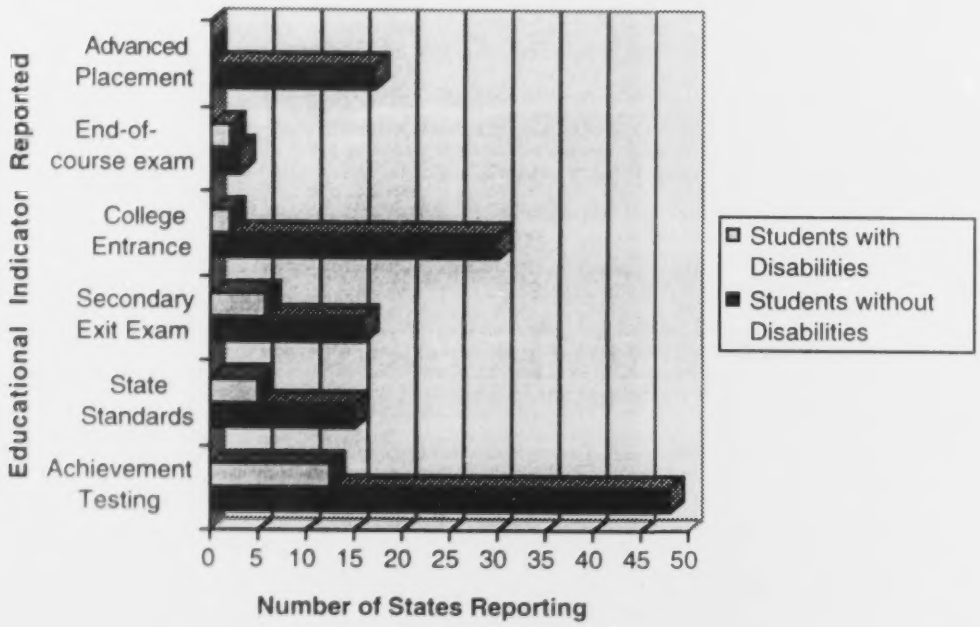
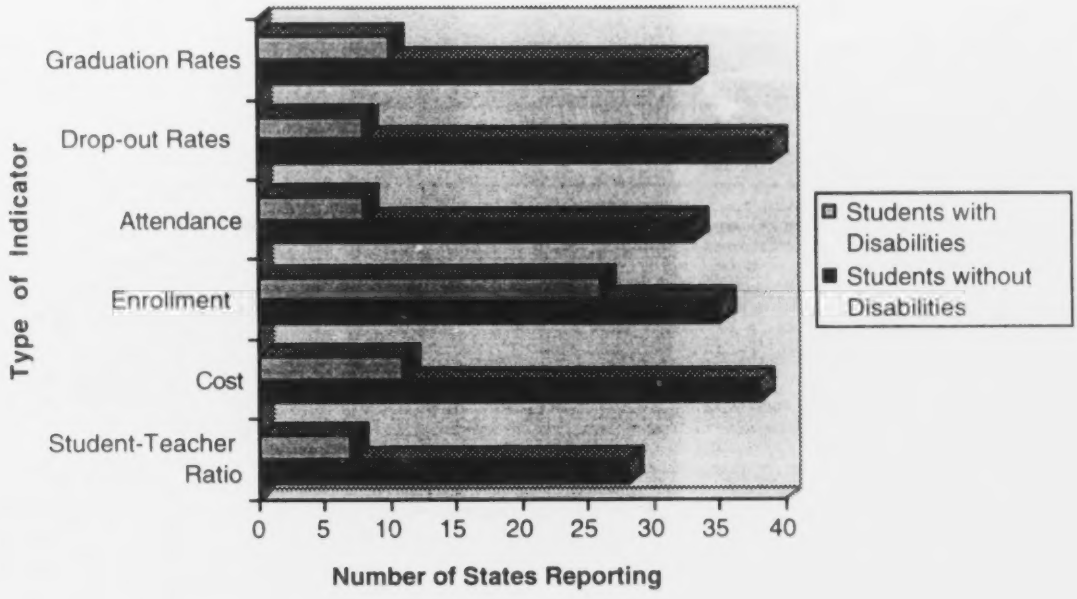


Figure 6. Other Educational Indicators



National and Longitudinal Comparisons

We were interested in knowing whether states used their students' data in national comparisons. We found that 11 states provided national comparison data (Colorado, Illinois, Iowa, New York, North Carolina, North Dakota, Pennsylvania, South Carolina, Utah, Vermont, West Virginia). Most of these states reported data on the National Assessment of Educational Progress (NAEP), a low-stakes national achievement test as well as state or district assessment data. Two states used the national percentile rank on the Stanford Achievement Test to make national comparisons (Utah and West Virginia). Vermont specifically used student results on selected portions of a multiple choice section of their Mathematics Uniform Test and compared them to the 1990 NAEP. Illinois did not specify which nationally normed achievement test was used to make national comparisons, but it did generate data on national comparisons. North Dakota not only made national comparisons to the NAEP, but also to the International Assessment of Educational Progress (IAEP). The IAEP is a similar normed achievement test, but data are collected on an international level.

In order to look at trends and to check academic progress from year to year, longitudinal data can also be included within accountability reports. Thirty-four states report on comparisons to prior year(s) in at least one accountability document (see Table D in the appendix). Figure 7 shows an example of a state (Virginia) that reports test and nontest data from 1990-1994:

Figure 7: Example of Report with Data from Multiple Years

Objective V: Educating Elementary School Students

Outcome Indicators	State Percents			
	1990-91	1991-92	1992-93	1993-94
1. **4th Grade Standardized Test Scores** - Percent of 4th grade students who took the Virginia State Assessment Program standardized tests under standard conditions whose composite scores were above the national 50th percentile	62	63	63	63
2. **Attendance** - Percent of students in grades K-5 who were absent 10 days or less from school	72	77	76	78
3. **Literacy Passport 6th Grade Pass Rate** - Percent of 6th grade students who passed all three Literacy Passport tests	72	63	69	70
4. **Over Age 4th Grade Students** - Percent of 4th grade students who were 11 or more years of age	5	4	4	3
5. **Over Age Minority 4th Grade Students** - Percent of minority 4th grade students who were 11 or more years of age	8	7	6	5
6. **Physical Fitness Tests** - Percent of 4th and 5th grade students who passed all four spring physical fitness tests	29	30	33	35
Percent of 4th and 5th grade students enrolled in Physical Education who took all four spring physical fitness tests	91	92	93	93

Meeting State Standards

Some states report their assessment scores in terms of whether they met prescribed state standards (e.g., the percentage of students passing the standard of 50% on a nationally normed test). Our analysis of reports showed that 15 states reported whether their students met the prescribed state standards (see Table C in the appendix): Alaska, Connecticut, Delaware, Georgia, Indiana, Kansas, Louisiana, Maryland, Michigan, Nebraska, New York, North Carolina, Ohio, Rhode Island and South Carolina. For the purposes of this analysis, we included those reports that mentioned standards, benchmarks or goals (including those in Goals 2000) when reporting data on students.

Many states, however, are unclear as to the relationships among curriculum, standards, and assessments. Kansas makes the link very clear in its single accountability document, giving data on students' performance as well as descriptions of innovative programs that demonstrate the link between curriculum and assessment. While it is clear in some of the reports that standards exist, it is often unclear whether students are meeting the standards, or what the specific standards are. In the following example, Louisiana clearly describes a standard and expected outcomes in its report card:

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> The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area (District Composite Report, Catahoula Parish, March 1995, p. 41)

Special education students. Many states do not mention whether students with disabilities are included in state standards; however, six states reported whether students with disabilities met state standards (Connecticut, Delaware, Louisiana, New York, North Carolina and Rhode Island). While the term "all students" is mentioned often, a definition of "all" usually is not given.

What Do the Documents Look Like?

In thoroughly examining the reports of the 48 states (including Washington, DC) that sent documents to us, we found 48 different approaches—all with different indicators highlighted or excluded. Many states use tables or spreadsheets, and some have switched from paper formats to the Internet to communicate their results. A uniform format does not exist. If states provide test data, then the methods of reporting those data also vary considerably. We did find that two sections usually are included in reports: some type of outcome data and financial data for regular education students.

Examples of different formats are given below. Some formats are more understandable than others, and some formats may be more useful for one type of audience (such as a researcher or a school administrator) but not for others (such as parents or the general public).

Spreadsheets. For the purposes of this analysis, we termed data presented in columns as "spreadsheet format." This type of format can present a great deal of information in a limited space, but can be very difficult to read, particularly for the general public, which is most frequently identified as the target audience of reporting. Often spreadsheet data are seen in large reports including state, district, and school level data for an entire state. An example of this includes the Illinois report card which is available on diskette rather than in printed form, and includes 15,000,000 bytes of information on over 700 indicators. Figures 8 and 9 show examples of typical spreadsheet data presentation. In Figure 8, detailed special education enrollment data are given according to district. In Figure 9, reading and mathematics scores are given by district and school.

Figure 8. Example of New Jersey Report Using a Spreadsheet Format

NEW JERSEY STATE DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS

PERCENT OF ENROLLMENT OF PUBLIC PUPILS WITH EDUCATIONAL DISABILITIES
BY DISTRICT BY PLACEMENT
DECEMBER 1, 1995

CO	DISTRICT	1995 ENRL	SUPP PUB BP	SUPP REG ED	SUPP SUPL INST	RESOURCE CENTER IN CLASS	RESOURCE CENTER LESS THAN 21%	RESOURCE CENTER MORE THAN 21%	CLASS I LESS THAN 80%	CLASS I MORE THAN 80%	PRIVATE CLASS	PRIVATE DAY	PRIVATE RES	HI	TOTAL
ATL	ABSECON CITY	956	3.6	0.0	0.0	0.0	14.6	0.0	0.8	0.9	1.7	0.2	0.1	0.0	22.0
ATL	ATLANTIC CITY	6390	1.5	0.0	0.0	0.0	1.5	4.1	0.0	1.6	1.4	0.2	0.0	0.0	10.4
ATL	BRIGANTINE CITY	1338	2.8	0.0	0.0	1.2	0.7	3.7	0.0	2.5	1.8	0.1	0.0	0.0	12.8
ATL	BUENA REGIONAL	2080	5.0	0.0	0.1	0.0	4.5	6.6	0.0	2.5	2.1	0.4	0.0	0.2	21.5
ATL	CORBIN CITY	77	0.1	0.0	0.0	1.3	0.0	7.8	0.0	2.6	0.0	0.0	0.0	1.3	22.1
ATL	EGG HARBOR CITY	801	4.5	0.0	0.0	0.0	0.3	5.5	0.0	5.2	3.0	0.2	0.0	0.2	18.8
ATL	EGG HARBOR TWP	4719	4.1	0.0	0.8	1.9	9.2	0.0	0.4	3.1	1.1	0.5	0.0	0.2	21.5
ATL	ESTELL MANOR	321	7.5	0.9	0.0	3.1	1.6	5.0	0.0	0.0	1.9	0.3	0.0	0.0	20.2
ATL	FOLSOM BORO	391	4.9	0.8	0.0	0.0	7.2	5.9	0.0	0.0	0.5	0.8	0.0	0.0	19.9
ATL	GALLOWAY TWP	3470	3.1	0.0	0.0	0.0	1.1	3.4	0.4	3.5	0.4	0.3	0.0	0.1	12.3
ATL	GREATER EGG HARBOR	2365	0.6	1.1	0.0	0.8	3.7	2.3	9.7	1.0	1.5	0.5	0.0	0.5	17.8
ATL	HAMILTON TWP	2321	3.1	1.0	0.0	0.0	0.5	6.0	1.0	3.5	1.1	0.0	0.0	0.1	16.5
ATL	HAMMONTON TOWN	1917	3.0	0.0	0.0	0.0	4.2	4.8	0.0	2.5	0.5	0.5	0.0	0.1	15.5
ATL	LINWOOD CITY	895	5.8	0.4	0.0	0.2	0.4	5.6	1.0	0.4	0.0	0.2	0.0	0.1	14.3
ATL	MAINLAND REGH	1038	0.1	4.2	0.0	3.9	0.5	1.6	0.0	0.6	1.8	0.3	0.0	0.2	13.1
ATL	MARGATE CITY	895	8.1	1.4	0.0	0.0	2.0	4.5	2.0	0.0	1.4	0.3	0.0	0.0	18.7
ATL	MULLICA TWP	815	3.7	0.7	0.2	0.0	0.6	5.4	3.1	0.0	1.7	0.0	0.0	0.0	15.5
ATL	NORTHFIELD CITY	863	2.8	0.0	1.0	0.2	2.8	3.1	1.0	2.7	0.2	0.0	0.0	0.0	13.9
ATL	PLEASANTVILLE CITY	3152	3.0	0.7	0.0	0.0	4.0	3.0	0.0	4.1	1.1	0.5	0.0	0.2	16.8
ATL	PORT REPUBLIC	207	5.8	0.0	0.0	0.0	1.9	6.8	1.0	0.5	0.0	0.0	0.0	0.0	15.9
ATL	SOMERS POINT	1247	2.8	0.5	0.0	2.6	5.7	3.5	0.0	1.4	2.6	0.0	0.0	0.1	18.2
ATL	VENTNOR CITY	1163	4.8	0.0	0.0	0.0	1.4	2.4	0.0	2.8	1.8	0.2	0.0	0.0	13.0
ATL	WEYMOUTH TWP	336	7.1	0.0	0.0	0.0	4.2	8.9	0.6	0.9	2.4	0.3	0.0	0.0	24.4
BER	ALLENDALE BORO	856	3.6	3.2	0.0	0.0	1.4	3.2	0.1	0.7	0.2	0.7	0.0	0.0	13.1
BER	ALPINE BORO	237	8.3	0.4	0.0	0.0	3.8	1.7	0.0	0.0	1.7	1.3	0.0	0.0	15.2
BER	BERGEN VOCATIONAL	1415	0.0	4.9	0.0	0.0	0.1	0.6	4.7	16.8	0.0	0.0	0.0	0.0	27.1
BER	BERGENFIELD BORO	3231	1.9	0.2	0.0	1.1	3.1	1.7	1.9	7.2	1.0	0.5	0.0	0.1	13.5
BER	BOGOTA BORO	1094	4.2	0.0	1.8	3.3	2.1	1.2	0.6	0.8	1.4	0.3	0.0	0.1	15.8
BER	CARLSTADT BORO	563	8.2	1.1	0.0	0.0	0.7	1.6	0.0	2.5	1.2	0.0	0.0	0.2	16.5
BER	CARLSTADT E RUTHERFORD	408	0.5	0.0	0.0	0.0	0.0	8.3	0.0	8.4	0.7	0.7	0.0	0.5	17.2
BER	CLIFFSIDE PARK BORO	1959	4.7	0.0	0.0	2.7	1.1	1.0	2.2	2.5	0.8	0.3	0.1	0.1	15.4
BER	CLOSTER BORO	814	8.9	0.3	0.0	2.5	1.2	0.9	0.0	0.8	0.0	0.0	0.0	0.0	12.8
BER	CRESSKILL BORO	1119	3.2	0.0	0.0	0.0	4.6	0.4	0.0	1.3	0.9	0.4	0.0	0.1	11.1
BER	DEMAREST BORO	545	8.1	2.6	0.0	0.0	3.5	2.4	0.2	1.3	1.7	0.4	0.2	0.0	20.2
BER	DUMONT BORO	2435	5.4	0.1	0.0	1.8	0.5	0.7	1.0	1.8	1.1	0.2	0.0	0.0	12.6
BER	EAST RUTHERFORD	733	7.1	0.0	0.0	0.0	0.5	2.9	1.5	2.3	0.7	0.4	0.0	0.1	15.6
BER	EDGEWATER BORO	578	4.3	0.9	0.8	0.2	3.5	2.4	0.0	2.8	0.3	0.5	0.0	0.0	15.8
BER	ELMWOOD PARK	1878	4.1	0.1	0.0	0.5	0.7	3.3	0.9	4.0	1.4	0.4	0.0	0.0	15.3
BER	EMERSON BORO	903	3.8	0.0	0.0	2.5	3.8	2.3	0.9	1.7	0.8	0.8	0.0	0.0	16.4
BER	ENGLEWOOD CITY	2588	2.2	0.0	0.5	0.0	1.7	0.0	8.9	0.0	2.8	2.0	0.0	0.2	18.4
BER	ENGLEWOOD CLIFFS	449	5.8	0.0	0.2	0.7	1.1	0.4	0.2	2.2	0.4	0.2	0.4	0.0	11.6

Figure 9. Example of Report Using a Spreadsheet Format

QUARTILE DISTRIBUTIONS FOR READING AND MATHEMATICS

DISTRICT	SCHOOL	PERCENT LOW INCOME	GRADE 5 READING H	GRADE 5 READING M	GRADE 5 READING L	GRADE 5 MATH H	GRADE 5 MATH M	GRADE 5 MATH L	GRADE 8 READING H	GRADE 8 READING M	GRADE 8 READING L	GRADE 8 MATH H	GRADE 8 MATH M	GRADE 8 MATH L	GRADE 11 READING H	GRADE 11 READING M	GRADE 11 READING L	GRADE 11 MATH H	GRADE 11 MATH M	GRADE 11 MATH L
FLEETWOOD AREA	FLEETWOOD EL	5	17	18	34	11	24	40	23	5										
	FLEETWOOD MS	5									32	33	25	11	34	14	23	10		
	FLEETWOOD SHS	4																	26	30
	MAIER EL	5	31	33	21	15	11	38	26	25										
	RICHMOND EL	5	26	43	20	11	25	34	17	22										
GOVERNOR MIFFLIN	GOVERNOR MIFFLIN MS	5									33	23	26	18	34	21	22	43		
	GOVERNOR MIFFLIN SHS	3																	30	30
	INTERMEDIATE SCH	7	16	28	24	16	32	22	21	11										
HAMBURG AREA	HAMBURG AREA JSHS	10									30	31	23	16	29	30	26	15	27	25
	HAMBURG EL	10	28	25	33	14	24	30	25	19										
	PERRY EL	14	10	16	23	11	11	38	42	9										
	STRAUSSTOWN EL	11	5	24	52	12	29	29	33	10										
	UPPER BERN EL	7	23	31	31	15	27	42	15	15										
KUTZTOWN AREA	ALBANY EL	15	44	19	26	11	33	41	22	4										
	GREENWICH LENHARTSVILLE	10	30	32	22	9	42	29	25	4										
	KUTZTOWN AREA JHS	11									26	33	25	16	30	28	20	13		
	KUTZTOWN AREA SHS	5																	36	30
	KUTZTOWN EL	7	44	23	19	18	47	24	22	7										
	MAHANTANGO EL	11	18	50	14	18	27	32	23	18										
MUHLENBERG	MUHLENBERG HS	A									47	21	33	29	21	31	26	23	44	26
	MUHLENBERG MS	11	14	21	30	15	29	30	27	15										
OLEY VALLEY	OLEY VALLEY EL	1	37	30	26	7	23	32	31	15										
	OLEY VALLEY MS	0									25	28	26	22	24	23	23	26		
	OLEY VALLEY SHS	1																	28	19
READING	AMANDA E STORZ EL	80	7	4	27	63	R	7	22	63										
	GLENSIDE EL	72	0	18	29	53	A	11	28	58										
	LAUERS PARK EL	84	2	R	19	70														
	MILLMONT EL	40	11	17	42	29	R	13	42	38										
	NORTHEAST MS	37									17	24	29	30	R	11	23	67		
	NORTHWEST EL	64	5	16	23	52	A	4	21	69										
	NORTHWEST MS	65									10	17	24	49	R	12	22	58		
	READING SHS	28																		
	RIVERSIDE EL	44	17	17	32	26	20	17	31	32										
	SIXTEENTH & HAAK EL	40	20	27	18	15	30	20	33	17										

(*) did not have the required 80 percent student participation rate

1994-95 SCHOOL BY SCHOOL RESULTS

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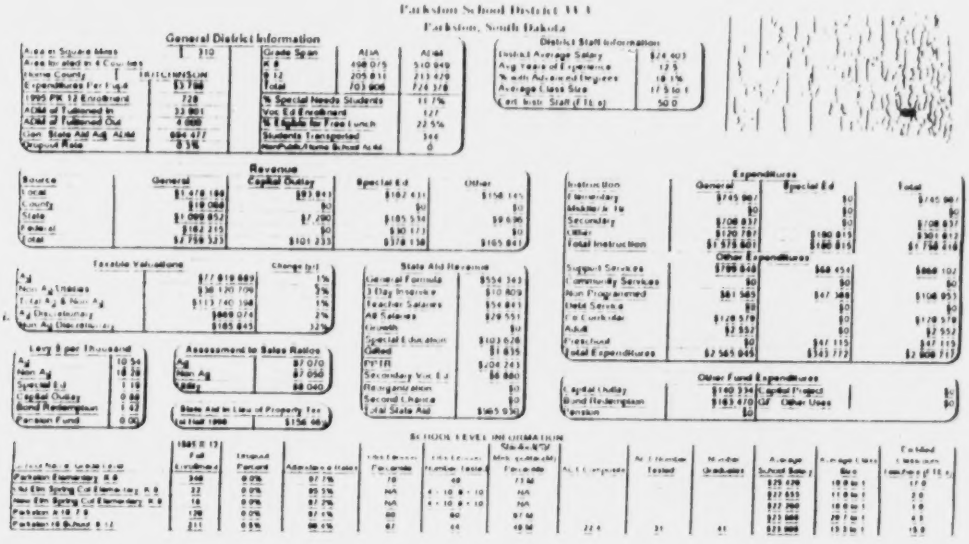
Data tables. Data tables are easier to read than pages of spreadsheet data. They often can convey a great deal of information in limited space. Figure 10 shows a data table containing useful information about test scores for regular and special education students as well as student scores disaggregated by race, gender, free or reduced price lunch, repeater and non-repeaters, and within the age range and over the age range.

Figure 10. Example of Report with Multiple Disaggregations

Percentages of Students Meeting the Standards and Total *Numbers* of Students Tested on the BSAP Mathematics Tests - 1995						
Groups	Grade 3		Grade 8		Grade 10*	
All Students	82.1%	*47,123*	68.0%	*47,761*	76.6%	*39,049*
Male	82.4%	*23,770*	68.1%	*23,448*	78.1%	*18,997*
Female	81.8%	*23,292*	68.1%	*24,227*	75.3%	*19,959*
White	89.9%	*26,952*	80.1%	*27,461*	87.1%	*23,216*
African-American	71.1%	*19,407*	51.0%	*19,546*	60.4%	*15,126*
White Male	90.6%	*13,856*	80.0%	*13,747*	88.4%	*11,642*
White Female	89.2%	*13,090*	80.2%	*13,708*	85.8%	*11,568*
African-American Male	70.3%	*9,536*	50.5%	*9,371*	60.8%	*7,044*
African-American Female	71.8%	*9,357*	51.5%	*10,159*	60.0%	*8,077*
Free Lunch	72.4%	*20,344*	50.2%	*16,749*	59.4%	*9,575*
Reduced Price Lunch	81.9%	*3,587*	65.0%	*2,890*	70.8%	*1,648*
No Free/Reduced Price Lunch	91.1%	*22,593*	79.7%	*27,546*	83.2%	*27,429*
Non-Repeater	82.4%	*44,676*	68.6%	*45,037*	77.1%	*37,327*
Repeater	76.6%	*595*	51.4%	*766*	56.8%	*398*
Not Disabled	84.2%	*41,317*	70.9%	*44,423*	78.5%	*37,267*
Disabled	65.5%	*5,305*	29.3%	*3,338*	36.5%	*1,780*
Within Age Range or Under	85.0%	*38,643*	78.4%	*32,561*	85.0%	*27,636*
Over-age Range	69.1%	*3,386*	45.9%	*15,096*	56.1%	*11,320*

Figure 11 shows data tables that are included in a report displaying all information for a single district on one page. These types of reports, which often include bar graphs and other types of illustrative data are usually easier to read than the large spreadsheet reports, but still can be very bulky.

Figure 11. Example of Report with All Data for District on One Page



Bar graphs. Bar graphs of data often are found in reports with a narrative focus, rather than straight data presentation, and can be very useful in illustrating points when the report is attempting to highlight particular issues. Figure 12 shows a narrative report that uses bar graphs and data tables to illustrate a report on outcomes for students with disabilities. Figure 13 shows a different type of bar graph used to illustrate testing results.

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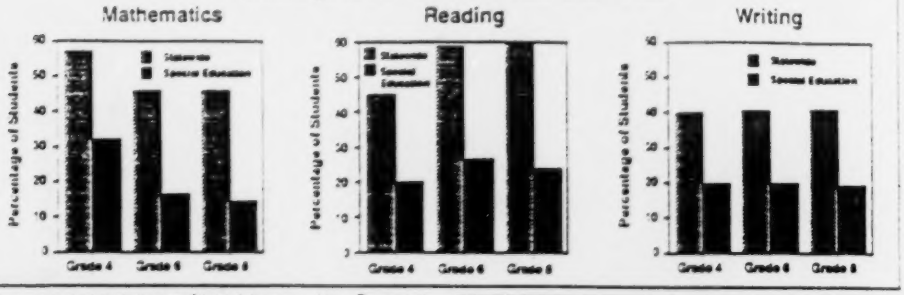
Figure 12. Example of Report Using Narrative and Graphs

Special Education Program Summary 1994-95

Connecticut Mastery Test
Percentage of Students At or Above State Goal



Previous research has validated the use of the Connecticut Mastery Test as an appropriate instrument to measure the academic achievement of students with mild disabilities.

In 1994-95, 59.8 percent (10,175 students) of the special education students in Grades 4, 6 and 8 took the CMT on grade level. This includes 311 students who were partially tested. An additional 739 students took a lower grade-level form of the test. This participation rate (i.e., 59.8%) is a slight increase from 1993-94 when 57.4 percent* of the special education students took the CMT.

Those special education students taking the on-level CMT scored less than one-half the statewide overall achievement level or state averages for all students. There was a generally positive upward trend for all students statewide between 1993 and 1994. Special education students scoring at or above the state goals increased in six of the nine categories. The two largest increases were in Writing at Grades 4 and 8.

Connecticut Mastery Test
Percentage of Students At or Above State Goal

	Mathematics		Reading		Writing	
	Sp. Ed.	All	Sp. Ed.	All	Sp. Ed.	All
1993						
Grade 4	29.4	53.0	20.7	44.6	15.9	32.0
Grade 6	15.5	44.9	25.9	57.5	17.3	38.3
Grade 8	14.3	46.2	25.1	58.9	11.3	32.5
1994						
Grade 4	31.9	56.8	19.9	45.0	19.6	39.7
Grade 6	16.3	45.9	26.6	58.7	19.6	40.4
Grade 8	14.2	45.7	24.0	59.2	19.2	40.8

Appendix A describes the results of a longitudinal study that examined the academic progress of mildly disabled students who a) received special education services, and b) participated in the CMT program.

Students Exiting Special Education

Status	Number	Percent
Returned to Regular Education	2,550	34.7%
Graduated with Diploma	1,955	26.6%
Graduated, Certificate of Completion	47	0.6%
Reached Maximum Age	39	0.5%
Moved, known to be continuing in another district	1,673	22.8%
Moved, not known to be continuing in another district	449	6.1%
Dropped Out	606	8.3%
Deceased	21	0.3%
TOTAL	7,340	100.0%

In 1994-95, 7,340 students exited special education. This represented 10.6 percent of the total special education population.

Over one-third (34.7 percent) of those exiting returned to regular education. An additional 27.2 percent graduated with either a diploma (26.6 percent) or a certificate of completion (0.6 percent).

Over one quarter (28.9 percent) of those exiting special education moved to another district or state; and 8.3 percent (606 students) of those exiting, formally dropped out of school.

* This participation rate is based on updated statistics and represents a lower rate than previously reported.

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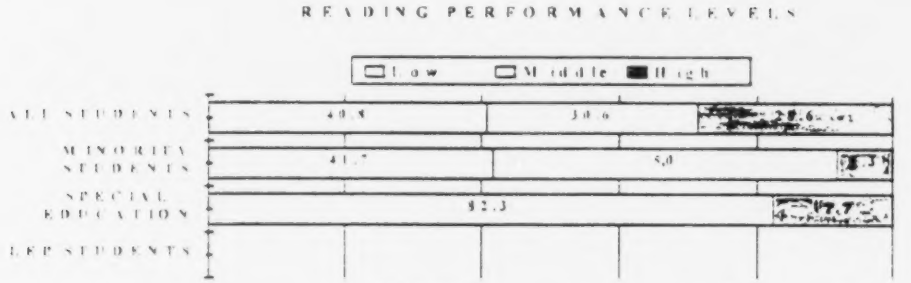
Figure 13. Example of Report Using Bar Graphs



	Total Test Takers	Low		Middle		High	
ALL STUDENTS	245	100	40.8%	75	30.6%	70	28.6%
MINORITY STUDENTS	12	5	41.7%	6	50.0%	1	8.3%
SPECIAL EDUCATION	17	14	82.3%	3	17.7%	0	0%
LEP STUDENTS	2	--	--	--	--	--	--

Narratives. Some reports mainly use narratives to discuss educational indicators. Figure 14 shows a section from a regular education report that discusses the importance of students with disabilities meeting state standards, but the reporting actually contains only enrollment data.

Figure 14. Example of Report Using Narrative

SPECIAL EDUCATION

Oregon's Educational Act for the 21st Century asserts that all students can learn. Special education provides additional services and accommodations for students with disabilities so they can reach the same standards as students without disabilities.

Oregon is a leader in the nation in educating students with disabilities alongside their non-disabled peers. In 1995-96, 97 percent of all students with disabilities in Oregon were members of the student body in their public schools. Nationally, 71 percent of students with disabilities attend a regular classroom more than half the day.

HIGHER STANDARDS WITHIN REACH

Most students with disabilities can achieve the same high educational standards as their non-disabled peers. Eighty percent of the approximately 57,000 students receiving special education in Oregon in 1995-96 had mild speech, language or learning disabilities. As schools raise their educational standards to meet Oregon's Educational Act for the 21st Century, the Oregon Department of Education expects 75 percent to 80 percent of all special education students to reach the new, higher standards.

The challenge for Oregon's schools will be to find methods of instruction and assessment allowing special education students to demonstrate their knowledge and skills in appropriate ways. For example, if non-disabled students demonstrate their knowledge and skills by an oral presentation, students with language disabilities may not succeed under that measure. Schools should allow students with disabilities to demonstrate their knowledge and skills in other ways, without lowering the expected educational standard.

The Department understands that some students may not achieve the Certificate of Initial Mastery, even with additional services and accommodations. In the 1996-97 school year, the State Board of Education will develop an alternative certificate for those students to acknowledge their achievements.

> *The majority of special education students will achieve Oregon's new, higher academic standards with reasonable accommodations for their disabilities.*

EARLY ACTION PAYS OFF

It is important that children with disabilities receive services as early as possible to help minimize the impact of their disabilities. If disabilities are detected in infants and toddlers, early intervention programs can improve their ability to perform well later in school. Services for these young children are provided in natural environments such as at home for very young or medically vulnerable children or in regular or specialized preschools for older children.

SPECIAL EDUCATION ENROLLMENT

	1991-92	1992-93	1993-94	1994-95	1995-96*
SPECIAL EDUCATION	51,908	54,069	54,277	53,961	57,293
AVERAGE DAILY MEMBERSHIP	476,947	487,275	493,013	491,938	501,328
PERCENT	10.88%	11.10%	11.01%	10.97%	11.39%

*Figures for 1995-96 are estimated.

Approximately 11 percent of Oregon's public school students receive special education

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Are These Documents Understandable?

Given that state accountability reports target a variety of audiences with a variety of educational needs, it is important to ask about the extent to which the documents are understandable. With so much information to share, the most convenient way to communicate results is usually through tables, spreadsheets, and graphs. District and school level information can be very cumbersome in terms of length of reporting, even when the data are presented in clear, easy-to-understand language.

Some states provide each district or school with an individual report, containing state-level information, as well as district and school level information for that particular district. Some states attempt to group districts with similar characteristics (such as size and socioeconomic status) so that fair comparisons can be made, and other states simply present data and allow readers to draw their own conclusions. Further, a few states give specific instructions on how to interpret data. Some states encourage readers to make district by district or school comparisons, while a few states caution readers not to make such comparisons.

Sometimes the various indicators are not defined at all or not defined well. Some reports use glossaries that define the various indicators and terms used or explain the methods of calculating the various indicators, and others simply present data with little or no explanation. The following is an example in which the educational indicators are adequately defined:

> **Advanced Courses**—This indicator is based on completion of (and having received credit for) at least one advanced course in grades 9-12. The course list (shown in appendix C) includes all advanced courses as well as all AP (Advanced Placement) courses except for two, computer science A and AB. Course completion information is reported to PEIMS (the Public Education Information Management System) at the end of the school year. The values are calculated as follows:
>
> Number of students who completed at least one advanced academic course in 1993-1994 [divided by] number of students who completed at least one course in 1993-94
>
> (Glossary for the Academic Excellence Indicator System, Texas 1994-95 Report, p.2)

It is evident that "understandability" clearly varies from one state to the next, and even from one state document to the next.

Students with Disabilities in Accountability Reporting

For every state that sent us a report, there was at least one educational indicator in at least one report for which it was not clear whether students with disabilities were included. As indicated in Table A in the appendix, of the 44 states that included input data, 13 included students with disabilities, either aggregated with the regular education data, or disaggregated as separate data. Similarly, for the 44 states with process data, 30 included (aggregated or disaggregated) data on students with disabilities.

Outcome data, on the other hand, were aggregated or disaggregated for students with disabilities in only 11 of the 47 states plus Washington DC. In fact, close to half of the states provided information about the inputs/contexts and/or educational processes for students with disabilities, but did not mention anything about outcome data for students with disabilities. Table 2 provides a summary of the kind of outcome data included by the 11 states that report on these data. As indicated, few of these states include students with disabilities in all of their outcome measures. For those that do disaggregate data, it is often not clear whether the total scores also include students with disabilities.

Ten states (Alabama, Arizona, Delaware, Georgia, Louisiana, Missouri, New Jersey, New York, Texas and West Virginia) specifically reported that they exclude students with disabilities' outcome data from at least one of their reports or do not include data on students with disabilities on one outcome indicator. These states were very clear as to what their reporting practices are when it comes to students with disabilities.

Figure 15 shows how one state reports a broad list of conditions under which students may be exempted from state testing. It is not clear in this report whether some or all students in these categories were excluded.

Accountability documents that reported on the exemption of students from testing were rare. Only eight states (Alaska, Arizona, Connecticut, Maryland, New York, Texas, Vermont and Washington) reported the number of students exempted from testing. Of those eight, four states (Connecticut, New York, Texas and Washington) specified the number of students with disabilities exempted from the test. Figure 16 shows one state, Washington, that requires districts to submit an "answer document" for every student enrolled. If a student is not tested, then districts must provide brief descriptive information about the student and indicate the reason he or she was not tested. Some of the reasons for exemption included: absent, special education student, limited English proficient student, withdrawn, student parent refusal, disruptive, temporary crisis, no reason given.

Table 2: States that Report Test-Based Outcome Data for Students with Disabilities		
State	**Name of Test**	**Notes on Reporting**
Connecticut	Connecticut Mastery Test	Statewide percentage of students and special education students at or above state goal. It is not clear whether scores of students with disabilities are included in the general test scores.
	Connecticut Academic Performance Test	Disaggregated data on students with disabilities. It is not clear whether scores of students with disabilities are included in the general test scores. These data are in a separate special education report.
Delaware	Interim Assessment Program	Aggregates all students with the exception of some Limited English Proficiency students and some special education students. Scores for students who were assessed with minor accommodations are aggregated into general test reporting and scores for students who were assessed with major accommodations are not included. Accountability report does not include definitions of major or minor accommodations. No disaggregated data are provided.
Georgia	Graduation Tests	Includes aggregated and disaggregated data on students with disabilities. Excludes students with disabilities from comparisons to prior years. Scores of students with disabilities are excluded from reporting on the Curriculum-Based Assessment Program. It is not clear whether students with disabilities are included in the Writing Assessment for grades 5 & 8, Advanced Placement Exams, or in standardized achievement testing.
Kansas	Kansas Assessments in Mathematics, Reading, & Writing Mastery of Algebraic Concepts	Lists the number of students with disabilities by category who were tested, but it is not clear whether these scores are aggregated into reported results. Gives disaggregated data.
Louisiana	CAT 5, ACT, SAT	Reports aggregated data for students identified as gifted/talented, speech impaired, and/or hospital/homebound only. Scores of other students with disabilities are excluded.
	Louisiana Educational Assessment Program (LEAP), & Louisiana High School Graduation Exit Exam	Disaggregates the percentage of students with disabilities attaining cutoff scores. It is not clear whether scores of students with disabilities are included with the regular test scores. These data are in a separate special education report.

Table 2, cont.		
State	**Name of Test**	**Notes on Reporting**
New York	Pupil Evaluation Program Tests in Reading, Writing and Math	Disaggregated data. It is not clear whether scores of students with disabilities are included with the regular test scores.
	Regents Preliminary Competency Tests, Regents Competency Test	Disaggregated data. It is not clear whether scores of students with disabilities are included with the regular test scores.
	Occupational Education Proficiency Examinations in communication systems, production systems, transportation systems, and clothing and textiles	Reports data for students with disabilities and regular education students who are in vocational programs. Disaggregated data are presented in both separate and general reports.
North Carolina	End-of-grade and end-of-course tests in reading, writing and mathematics	Disaggregated data. It is not clear whether scores of students with disabilities are included with the regular test scores. It is not clear whether students with disabilities are included in standardized testing or in the National Assessment of Educational Progress (NAEP).
Rhode Island	MAT7	Disaggregated and aggregated data
South Carolina	MAT7	Disaggregated and aggregated data
	South Carolina Basic Skills Assessment Program	Disaggregated and aggregated data It is not clear whether scores of students with disabilities are included in reporting of Advanced Placement or college entrance examination (SAT/ACT) results.
Texas	Texas Assessment of Academic Skills (TAAS), TAAS/TASP Equivalency Test (secondary exit exam), End-of-course Biology Exam, ACT, SAT	Disaggregated data. It is not clear whether scores of students with disabilities are included with the regular test scores. Students may be exempted from the TAAS if they (1) have received a special education exemption as determined by a review committee and specified in the student's IEP, or (2) have received a Limited English Proficiency exemption, as determined by a review committee.
Virginia	Virginia Literacy Passport Tests in reading, writing and mathematics for Grade 6	Disaggregated results. Students with disabilities who are pursuing a special diploma are not required to participate in the Literacy Testing Program. It is not clear whether students with disabilities are included in standardized testing or in Advanced Placement exams.

Figure 15. Example of Report Detailing Exemptions

Exemptions from Statewide Testing

Conditions under which pupils may be exempted from the statewide testing program are specified in Arizona Revised Statutes Section 15-744 as listed below:

1. Pupils who are limited English proficient (LEP) may be exempted for up to three years.

2. Pupils who are disabled as defined in the categories below and whose individual educational plans state that parts or all of the testing requirement would be detrimental to the pupil may be exempted from the testing requirement:

    - Mild Mental Retardation
    - Moderate Mental Retardation
    - Severe Mental Retardation
    - Emotional Disability
    - Specific Learning Disability
    - Multiple Disabilities
    - Autism
    - Visually Impaired
    - Hearing Impaired
    - Orthopedically Impaired
    - Speech/Language Impaired
    - Traumatic Brain Injury
    - Other Health Impaired

The governing board of a school district may exempt pupils from testing if they are LEP and are enrolled in an instructional program as prescribed by A.R.S. Section 15-754 from the nationally standardized norm-referenced achievement testing requirement not to exceed three consecutive years. The first year of the exemption is the first academic year in which the pupil is enrolled in a school district in this state in grade two or above. The instructional program for limited English proficient pupils who are exempt from the nationally standardized norm-referenced achievement testing requirement as provided in this subsection shall include an alternative assessment of achievement to be administered annually pursuant to standards prescribed by the state board.

School districts shall annually report the number of pupils, by category and by grade level, which were exempted as provided in this section to the Department of Education. The Department shall include this information in their annual report to the Legislature pursuant to Section 15-743.

At the request of a pupil's parent or guardian, the governing board of a school district shall administer any test required by this Article to pupils exempted from the testing requirement pursuant to this Section. Test results for these pupils shall not be included in the summary results of tests prescribed in Section 15-743, but individual results shall be sent to the school and to the parent or guardian.

In fall 1995, a total of 6,235 pupils who were classified LEP were exempted from the statewide testing program. The primary language of 94.9 percent of these pupils is Spanish.

Figure 16. Example of Report with Information on Exemptions

STUDENTS EXCLUDED FROM TESTING
Grades 4, 8, and 11

The Washington State Assessment Program emphasizes 100 percent accounting for all students eligible for testing in Grades 4, 8, and 11. The numbers of students tested statewide and in each district are compared with the October 1 enrollment counts reported by districts. The resulting "% Tested" is reported in the tables included in Sections A and B of this report.

There is a considerable range in the percentages of students tested between districts—especially at Grade 11. Basically, students may be excluded from testing because teachers or other school staff choose to exempt them or because the students (or their parents) exempt themselves. There are several valid reasons for which teachers may choose to exempt students from testing (e.g., students are in self-contained special education, students have very limited or no understanding of the English language, or students are involved in a temporary but serious emotional crisis). Students exclude themselves by refusing to participate or by absenting themselves from school during the testing.

Districts are required to submit an answer document for every student enrolled on October 1. If a student is not tested, districts must provide brief descriptive information about the student and indicate the reason he or she was not tested. The table below summarizes the numbers of students and the reasons districts reported why they were not tested in the fall 1995 State Assessment Program. Clearly, student absence is the most frequent reason students in Grade 11 are not tested; whereas enrollment in special education programs is the single most frequent reason students were not tested in Grades 4 and 8. The numbers of students not tested or unaccounted for at Grade 11 is almost three times those at Grades 4 or 8.

Washington State Grades 4, 8, and 11—Fall 1995
Number and Reason Students Not Tested

Number of Students	Grade 4		Grade 8		Grade 11	
With Required Subtests[a]	66,044	(87.8%)	65,341	(87.1%)	49,455	(75.2%)
With Total Battery (basic)[b]	67,458	(89.7%)	70,614	(89.1%)		
At Least One Subtest[c]	70,562	(93.8%)	70,614	(94.1%)	52,727	(80.2%)
Excluded (see reasons below)	3,727	(5.0%)	3,403	(4.5%)	8,605	(13.1%)
Not Tested (no reason given)[g]	954	(1.3%)	1,021	(1.4%)	4,405	(6.7%)
Total Enrollment[e]	75,243		75,038		65,737	

Reason Not Tested	Grade 4	Grade 8	Grade 11
Absent	203	664	4,089
Special Education	1,821	1,197	1,341
Limited English	876	731	918
Withdrawn	349	436	1,294
Student/Parent Refusal	293	206	573
Disruptive	89	124	105
Temporary Crisis	71	28	71
Other	25	17	114
No reason given[f]	954	1,021	4,405
Total Not Tested	4,681	4,424	13,010

[a] 4th and 8th grade students with all six required CTBS/4 subtests—reading, language, mathematics, spelling, science, and social studies. 11th grade students with all four required CFAS subtests—English/LA, history/SS, math, and science.

[b] 4th and 8th grade students with CTBS/4 reading, language, and math subtests.

[c] Students who took one or more, but not all, subtests.

[d] October 1 enrollment less the sum of the number tested with at least one subtest and the number reported as excluded.

[e] State estimates of the October 1 enrollment counts reported by school districts on OSPI Form P-223.

[f] Districts reported students as enrolled, but gave no reason for not testing them.

Table Note: Percentages in parentheses are calculated from the total October 1 enrollment for the grade level.

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Separate special education reports. Of the 47 states (plus Washington DC) that have a current accountability report, a handful devote a separate document to state special education student outcomes. Five states (Arkansas, Connecticut, Louisiana, New Jersey, and New York) report on various indicators for special education students. Only Connecticut, Louisiana, and New York have test-based outcome data in the separate special education report. Ohio has a separate special education report, but it does not provide state level data. Connecticut indicates that it creates its special education report because it has the "duty to provide opportunities for all students with disabilities to achieve statewide student goals" (Special Education in Connecticut 1994-95, CT State Dept. of Education, January 1996, p. 1). New Jersey reports that its special education document is designed as a reference book to assist New Jersey's special education community in planning and evaluating educational efforts for pupils with educational disabilities. New York and Connecticut also specifically state in their reports that they compile this information in order to meet state requirements to describe special education programs, and educational results for students with disabilities; however, only three states (Connecticut, Louisiana, New York) also provide test data for students with disabilities in their reports. Of special note, Connecticut and New York also report the number of students exempted from testing in their special education reports. Of the states that produce a special education report, two states (Connecticut and New York) also include information on special education students in another accountability document that the state annually produces.

Disaggregated special education student data. Of the 11 states that report test-based outcome data on students with disabilities (see Table 2), 10 provide disaggregated data (all except Delaware). Eight of these states present these data in their regular accountability reports (Georgia, Kansas, North Carolina, New York, Rhode Island, South Carolina, Texas, and Virginia). Two states (Connecticut and Louisiana) present their test-based outcome data only in a separate special education report (New York presents data in both types of reports). Figure 17 shows another example (see also Figure 13) of how a state reports testing results and other outcome data for students with disabilities.

Summary

Variability is the best word to summarize what we found in our analysis of state reports. Accountability reports can contain a great deal of useful information, and serve many purposes for many different audiences. Many differences exist in the reporting of regular and special education. These differences are highlighted in Table 3.

Figure 17. Example of Report Showing Outcome Data for Students with Disabilities

Special education students' living skills and opportunities are improving within the state. On **Objective IV: Increasing Special Education Students' Living Skills and Opportunities**, improvement occurred statewide on four out of six indicators over the last four years. In particular, three indicators (i.e., attendance, work experience, and co-curricular participation) showed marked improvement.

Table IV.
Statewide Improvement on Objective IV:
Increasing Special Education Students'
Living Skills and Opportunities

Indicator	Statewide Percentage Improvement 1990-91 to 1993-94	Statewide Percentage Improvement 1992-93 to 1993-94
IV.1 Attendance, Special Education	7	2
IV.2 Dropouts, Special Education	1	0
IV.3 Regular or Advanced Studies Diploma, Special Education	-1	0
IV.4 Literacy Passport 6th Grade Pass Rate, Special Education	-1	0
IV.5 Work Experience	3	-1
IV.6 Co-Curricular Participation	4	1

Table 3: Regular Versus Special Education in State Accountability Reporting

Regular Education	Students with Disabilities
All states report outcome data.	Few states report outcome data for students with disabilities.
Most states report on a variety of educational indicators, with inputs, processes and outcomes included.	Cost data (inputs) and enrollment (process) are the most commonly reported educational indicators.
	Every state reports some data for which it is unclear whether students with disabilities were included.
Most states report regular and special education in the same report.	Of the five states with a special education report, two states do not mention students with disabilities in any other report.

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Issues and Recommendations

Accountability systems will always vary by state, according to the needs and circumstances relevant to that state; however, even within this needed variability, there are some common recommendations that are relevant to all states:

- Specify the target audience for each report, and gear the information to that audience.
- If possible, gain input from the targeted audiences on information needs.
- Provide a "pyramid of information" with a brief, easy-to-understand report for quick reference, and more detailed information available to those who need it.
- Avoid a great deal of overlap between reports.
- Make the purpose of the accountability system clear, and provide the reader with information on the appropriate and inappropriate use of information (such as whether to make comparisons between districts).
- Choose educational indicators carefully and maintain some consistency among different reports.

We also have the following suggestions for reporting on students with disabilities.

- Be clear about the role of students with disabilities in data and standards. If making references to "all" students, then "all" students should include students with disabilities.
- While special education reports can be very useful in providing detailed information about students with disabilities, general accountability reports should also include information on students with disabilities.
- When making comparisons among schools, districts, and states, and even when making longitudinal comparisons, comparisons should be based on similar populations. It is important to know the characteristics of the students whose scores are being compared, such as the number of students with disabilities, the socioeconomic status of students, and other characteristics.

Public Law 105-17, the reauthorization of IDEA, was recently passed by Congress and signed into law by President Clinton. It requires that students with disabilities be included in accountability reporting. Now is the time to look at how states approach accountability reporting, and incorporate suggestions for best practice in including data for students with disabilities in these reports. If students with disabilities are not included in accountability reporting, it is difficult for parents, educators, administrators, government personnel and the general public to know that these students are making adequate progress toward educational goals! Indeed, accountability reports will need to disaggregate the data of students with disabilities, choose educational indicators carefully, and provide clear information to all intended audiences.

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Appendix: State Accountability Document Tables

This appendix contains summary information about the accountability documents that were given to us by each of the states and Washington DC. The information is presented in increasing levels of detail. Table A gives a general overview of the focus of the documents for each state. Tables B, C, and D provide information for each document that was provided to us. Also available is Working Report 5, State Summaries: Information in Accountability Reports (see Thurlow, Langenfeld, Nelson, Shin, & Coleman, 1997), which contains detailed summaries of each state's accountability system. These 2-4 page summaries for each state provide detailed information on the contents of each of the reports, including indicators used, and a narrative account of which data are presented regarding students with disabilities. An analysis of some of the data that can be obtained from these tables is given in the main body of this report. A glossary of the educational indicators used as well as a legend of symbols used is included with each of the tables.

Table A: Number of Documents and Characteristics of Accountability System

This table contains information on the focus of the accountability reports that were given to us by each of the states and Washington DC. This table is designed to give a general overview of the focus of the accountability system in the state, based on the total documents given to us. The table indicates whether we reviewed a single document or multiple documents, and whether we received a separate report for special education. The table also shows whether these documents, taken as a whole, present data as inputs/contexts, processes, or outcomes (see definitions in the text), and whether these data were presented for regular education students and/or special education students.

Overview of Individual Accountability Documents

Tables B through D contain information on each of the accountability documents provided to us by the states and Washington DC.

Table B: Level of Data Reported and Purposes/Consequences of Accountability System

This table contains information about the level of data reported for each of the accountability documents as well as the stated purposes and consequences of the accountability system. Please note that this table only indicates what the documents themselves say about the purposes and consequences of the accountability system. Level of data refer to the level of detail given in the accountability documents. Reports may provide state, district, and/or schoolwide averages for test data collected in the state during a particular school year.

Table C: Test-Based Educational Indicators

This table contains performance data on national, state and local criterion-referenced and standardized testing.

Table D: Nontest Data

This table shows which reports used educational indicators that are not directly related to test performance.

Table A. Number of Documents and Characteristics of Accountability System

				Report Focus					
				Inputs/Context		Processes		Outcomes	
	Single Account-ability Report	Multiple Reports	Separate Report for Special Ed.	Regular Ed.	Special Ed.	Regular Ed.	Special Ed.	Regular Ed.	Special Ed.
Alabama		X		X	?	X	Disag/?	X	Excl
Alaska	X			X	?	X	Disag/?	X	% & # only
Arizona		X		X	?	X	?	X	Excl/Not spec
Arkansas		X	X	X	Disag/?	X	Disag/?	X	?
California	Currently under revision								
Colorado	X			X	Disag/?	X	Disag/?	X	?
Connecticut		X	X	X	Disag/?	X	Disag	X	Disag/?
Delaware	X							X	Agg/Excl/?
D.C.	X			X	?	X	Agg/Disag/?	X	?
Florida		X		X	?	X	Disag/?	X	?
Georgia		X		X	?	X	?	X	Agg/Disagg/ Excl/Not spec
Hawaii		X		X	Disag/?	X	Disag/?	X	?
Idaho		X		X	Agg/?			X	?
Illinois		X		X	?	X	?	X	?
Indiana		X		X	?	X	Disag/?	X	?
Iowa	X			X	Disag/?	X	?	X	?
Kansas		X		X	?	X	?	X	#/Disag/Not spec
Kentucky		X				X	?	X	?
Louisiana		X	X	X	Excl/?	X	Disag/Excl/?	X	Disag/Not spec/Excl
Maine	X			X	?	X	Agg/Disag/?	X	?
Maryland	X			X	?	X	?	X	?
Massachusetts	X			X	Disag/?	X	?	X	?
Michigan		X		X	?	X	?	X	?
Minnesota	Currently under development								
Mississippi	X			X	Disag/?	X	Disag/?	X	Excl
Missouri		X		X	Disag/?	X	Disag/?	X	?

Table A, cont.

	Single Accountability Report	Multiple Reports	Separate Report for Special Ed.	Report Focus: Inputs/Context		Processes		Outcomes	
				Regular Ed.	Special Ed.	Regular Ed.	Special Ed.	Regular Ed.	Special Ed.
Montana	X							X	?
Nebraska		X	Under dev.	X	Excl/?	X	Disag/?	X	?
Nevada	X			X	?	X	Disag/?	X	?
New Hampshire		X		X	?	X	Disag/?	X	?
New Jersey		X	X	X	Disag/?	X	Disag/?	X	Excl
New Mexico	X			X	?	X	?	X	?
New York		X	X	X	?	X	Disag/?	X	Agg/Disag/ Excl/?
North Carolina		X		X	?	X	Disag/?	X	Disag/Not spec
North Dakota		X		X	Disag/?	X	Disag	X	?
Ohio		X		X	Disag/?	X	Disag/?	X	?
Oklahoma		X		X	?	X	Disag/?	X	?
Oregon	X			X	?	X	Disag	X	?
Pennsylvania		X		X	?	X	?	X	?
Rhode Island		X		X	?	X	Disag/?	X	Agg/Disag/ Not spec
South Carolina		X		X	?	X	Disag/?	X	Disag/Agg/ Not spec
South Dakota	X			X	?	X	Disag/?	X	?
Tennessee		X		X	?	X	?	X	?
Texas		X		X	Agg/Disag/?	X	Agg/Disag/?	X	Disag/Agg/Excl/ Not Spec
Utah		X		X	?	X	Disag	X	?
Vermont		X		X	?	X	Disag/?	X	?
Virginia		X		X	?	X	Disag/?	X	Disag/?
Washington		X						X	?
West Virginia	X			X	?	X	?	X	Excl
Wisconsin	X			X	?	X	?	X	?
Wyoming	No report available								

Glossary of Indicators for Table A	
Indicator/Term	**Definition**
Inputs/Contexts	Accountability indicators that describe the student's learning environment as well as demographic characteristics of the particular district's population (e.g., staff ratios, cost, socioeconomic status).
Processes	Nontest accountability indicators that describe student participation and school district evaluation (e.g., enrollment, attendance, accreditation status).
Outcomes:	Data that focus on the end result of a student's learning process. Can include both test data (i.e. results of performance on achievement tests) or nontest data (e.g., drop-out rates, graduation rates).

Legend of Symbols for Table A	
Symbol/Term	**Definition**
X	The state does provide information on that indicator in at least one of its documents.
? Not specified (Not spec)	It is unclear or not specified whether students with disabilities were included in the data
Excluded (Excl)	Students with disabilities were not included in the data.
Aggregated (Agg)	Data for students with disabilities have been included with the regular education data.
Disaggregated (Disag)	Data for students with disabilities are reported separate from regular education data.
# tested (#)	Documents report the number of students who participated in testing.
% tested (%)	Documents report the % of students who were included in testing.
Combinations (e.g., Agg/Disag/Excl/Not spec)	Means that on different indicators or in different reports, data were aggregated, disaggregated, excluded or not specified.

Table B. Level of Data Recorded; Stated Purposes/Consequences; Stated Audiences of Reports

State	Report	Data Reported By			Purposes/Conseq. of Accountability System						Audiences					
		State	Dist.	Sch.	Dipl.	Accr.	Fin. Aid	Tech. Asst.	Other	Not Spec.	Gen. Public	Parent	Tchrs/ Admin	Govt.	Other	Not Spec.
Alabama	Annual Report: 1994 Statistical and Financial Data for 1993 (AR)	X	X			X								X		
	Annual Status Report on the Condition of Education 1993-94 (ASR)	X	X	X					X		X					
Alaska	Summary of Alaska's Public School Districts' Report Cards to the Public: School Year 1994-95 (RCP)	X	X						X		X	X	X	X		
Arizona	Arizona Pupil Achievement Testing 1995-96 School Year (APAT)	X	X						X						X	
	Arizona School Rpt Card 95-96 (SRC)	X		X						X					X	
Arkansas	Arkansas Annual School District Report Card (AASDR)	X	X						X		X					
	1995-96 Annual Report of the Advisory Council for the Education of Children with Disabilities (ARAC)	X	X						X					X		
California	Currently under revision															
Colorado	High Expectations, High Achievements: State Report Card 1995 (SRC)	X								X	X					
Connecticut	A Profile of our Schools: Condition of Education in CT 1993-94 (POS)	X	X	X					X			X	X	X		
	Special Education in CT (SEC)	X						X	X					X		
Delaware	Delaware Interim Assessment Report 1993-95 (IA)	X	X	X					X		X					
District of Columbia	A Five Year Statistical Glance at D.C. Public Schools: School Years 1990-91 through 1994-95 (FYSG)	X	X	X					X		X		X			
Florida	1994 School Public Accountability Report (SPAR)	X	X	X						X						X
	1994-95 School Advisory Council Report (SACR)	X	X	X						X						X
Georgia	Official State Summary: Curriculum-based Assessment Prog Results (CBA)	X	X						X							X
	Official State Summary: GA High School Graduation Tests (HSGT)	X	X						X		X	X	X	X	X	
	Official State Summary: GA Grades 5 & 8 Writing Assessments (WA)	X	X						X		X	X	X	X	X	
	Official State Summary: GA Norm-referenced Test Scores (NRT)	X	X						X		X	X	X	X	X	

Table B, cont.

State	Report	Data Reported By			Purposes/Conseq. of Accountability System						Audiences					
		State	Dist.	Sch.	Dipl.	Accr.	Fin. Aid	Tech. Asst.	Other	Not Spec.	Gen. Public	Parent	Tchrs/ Admin.	Govt.	Other	Not Spec.
Georgia, cont.	Statewide Medians School System Pilot Performance Report (SSPPR)	X							X		X					
Hawaii	The Superintendent's Fifth Annual Report on School Performance and Improvement in Hawaii (AR)			X						X						X
	School Status and Improvement Report: School Year 1994-95 (SSIR)	X							X							X
Idaho	1993-94 ID School Profiles (SP)	X	X						X			X				
	1994-95 Annual Statistical Rpt (ASR)	X							X		X		X	X		
Illinois	School Report Card 1994-95 (SRC)	X	X	X						X						X
	Summary of Student Achievement in Illinois (SSAI)	X								X						X
Indiana	Performance-based Accreditation Manual (PBA)					X										X
	Indiana Department of Education's Webpage (IW)	X	X	X						X						X
Iowa	The Annual Condition of Education Report (ACER)	X							X		X					
Kansas	Accountability Report 1993-94 (AR)	X				X			X							X
	Kansas Assessment Program: Results of 1995 Math., Reading, Science & Social Studies Assessment (KAP)	X	X			X			X							X
Kentucky	1994-95 KY Assessment Results for Schools & Districts (KARSD)	X					X	X	X							X
	1994-95 KY Midpoint Accountability Results for Schools & Districts: School & Dist. Score Listing (KMAR)		X	X						X						X
Louisiana	1993-94 Louisiana Progress Profiles State Report (SR)	X	X						X		X	X	X	X		
	1993-94 Progress Profiles District Composite Report (DCR)		X	X				X	X		X	X		X		
	Special Education Data Report (SEDR)	X	X							X						X
Maine	Maine's Education Data & Stats (MDS)	X	X	X						X						X
Maryland	MD School Performance Report, 1995: State & School Systems (SPR)	X	X			X	X	X			X					
Massachusetts	Massachusetts School District Profiles (1996) (MSDP)	X	X							X		X		X		

Table B, cont.

State	Report	Data Reported By			Purposes/Conseq. of Accountability System						Audiences					
		State	Dist.	Sch.	Dipl.	Accr.	Fin. Aid	Tech. Asst.	Other	Not Spec.	Gen. Public	Parent	Tchrs/ Admin.	Govt.	Other	Not Spec.
Michigan	Michigan School Report (MSR)	X	X	X		X			X		X	X	X		X	
	Spring 1996 Michigan Educational Assessment Program Statewide Results (High School Proficiency Tests) (SMEAP)	X	X	X						X						X
Minnesota	No report available															
Mississippi	MS Report Card 1995 (MRC)		X	X		X										X
Missouri	Profiles of MO Public Schools: Financial, Pupil & Staff Data for Fiscal Year 1993-94 (PMPS)	X				X										X
	1992-93 Profiles Report of the Public Schools of MO (RPSM)	X	X				X		X					X		
Montana	MT Statewide Summary: Norm-referenced Student Assessment Reporting for the School Year 1994-95 (MSS)	X				X										X
Nebraska	Report of the Nebraska Schools Accountability Commission (RNSAC)	X							X					X		
	Lincoln Public Schools 1995 Annual Report (LPSAR)	X	X						X		X					
Nevada	Analysis of NV Accountability System (ANSAS)	X	X						X		X					
New Hampshire	Educational Assessment Report (EAR)		X	X					X		X		X	X		
	Statistical Report 1 (SR1)	X	X	X						X						X
	Statistical Report 2: Educator Report (SR2)	X	X							X						X
	Statistical Report 3: Race of Pupils Enrolled in NH Schools (SR3)	X	X							X						X
New Jersey	April 1995 Grade 11 High School Proficiency Test: State Summary (SS)	X	X	X						X						X
	March 1995 Grade 8 Early Warning Test: State Summary (SSEWT)	X	X	X						X						X
	Special Education: A Statistical Rept. for 1995-96 School Year (SESR)	X	X						X						X	
New Mexico	The Accountability Report 1994-95: Indicators of the Condition of Public Education in NM (AR)	X	X						X		X					

Table B, cont.

State	Report	Data Reported By			Purposes/Conseq. of Accountability System						Audiences					
		State	Dist.	Sch.	Dipl.	Accr.	Fin. Aid	Tech. Asst.	Other	Not Spec.	Gen. Public	Parent	Tchrs/ Admin.	Govt.	Other	Not Spec.
New York	Statistical Profiles of Public School Districts (SPPSD)	X	X	X						X				X		
	Statewide Profile of the Educational System (SPES)	X	X						X					X		
	Comprehensive Assessment Rpt: Reference Group Summaries, Pt 1 (CAR1)	X	X						X				X			
	Comprehensive Assessment Rpt: Reference Group Summaries, Pt 2 (CAR2)	X	X						X				X			
	Consolidated Special Education Performance Rpt for 1993-94 (CSPR)	X	X						X					X		
	The NY School Report Card: Elementary and Secondary Prototypes (SRC)	X	X	X						X						X
	1996 Pocketbook of Goals & Results for Individuals with Disabitilities (PB)	X							X							X
North Carolina	North Carolina Report Card: Administrative Supplement (NCRC)	X		X					X		X		X	X		
	State of the State of Education Performance in NC, 1994 (SSEP)	X							X		X		X	X		
	North Carolina School Building Improvement Record (NCSBIR)	X	X							X						X
	The State of School Systems 1995 Report Card (SSSR)	X	X						X		X		X	X		
	1993-94 North Carolina State Testing Results (NCSTR)	X	X						X		X		X			
	North Carolina End-of-Grade Testing Program (NCEGT)	X	X							X						X
North Dakota	Scholastic Aptitude Test Scores 1975-1995 (SATS)	X								X						X
	North Dakota American College Test Results (1995) (ACTR)	X								X						X
	School Finance Facts (Jan '95) (SFF)	X	X	X						X						X
	ND School Report of State Superintendent of Public Instruction (NDSR)	X								X	X					
Ohio	Education Management Info System: State Profile FY94 v FY95 (EMIS SP)	X	X							X						X
	EMIS Dist. Profile FY 95 (EMIS DP)	X	X							X						X
	EMIS Joint Vocational School District Profile FY 95 (EMIS JV)	X	X							X						X

Table B, cont.

State	Report	Data Reported By			Purposes/Conseq. of Accountability System						Audiences					
		State	Dist.	Sch.	Dipl.	Accr.	Fin. Aid	Tech. Asst.	Other	Not Spec.	Gen. Public	Parent	Tchrs/ Admin.	Govt.	Other	Not Spec.
Ohio, cont.	EMIS Educational Service Center Profile FY 95 (EMIS ESC)	X	X							X						X
Oklahoma	Oklahoma Educational Indicators Program, State Report (STR)	X							X		X					
	Oklahoma Educational Indicators Program, District Report (DR)	X	X						X		X					
	OK Educational Indicators Program, District Historical Report (DHR)		X							X						X
	Oklahoma Educational Indicators Program, School Report (SR)			X					X							
	District Financial Report: Results 1994 (DFR)		X							X						
	1993-94 Secondary School Curriculum Review (SSCR)			X						X						X
Oregon	OR Report Card to Legislature (ORCL)	X								X	X			X		
Pennsylvania	Status Rpt on Education in Pennsylvania: A Statistical Summary (SREP)	X								X						X
	The Pennsylvania System of School Assessment: 1994-95 School-by-School Results (SSR)			X					X		X	X	X			
Rhode Island	Rhode Island Public School: 1994 District Profiles (RIDP)	X	X							X						X
	Student Performance in Rhode Island 1994 (SPRI)		X	X			X		X		X					
South Carolina	SC Education Profiles (SCEP)	X	X	X					X		X					
	State of Educational Reform: What is the Penny Buying for SC? (SER)	X	X				X							X		
	State Performance Profile (SPP)	X	X							X						X
	1995 Results of the Basic Skills Assessment Program (RBSAP)	X								X						X
	1995 Results of the Metropolitan Achievement Tests, 7th Ed. (RMAT)	X								X						X
South Dakota	Education in South Dakota: A Statistical Profile (SP)	X	X	X					X		X	X	X	X	X	
Tennessee	21st Century Schools Report Card Cheatham County (RC)	X	X							X						X
	Cheatham County Report Card Supplement (RCS)	X	X	X						X						X

Table B, cont.

State	Report	Data Reported By			Purposes/Conseq. of Accountability System						Audiences					
		State	Dist.	Sch.	Dipl.	Accr.	Fin. Aid	Tech. Asst.	Other	Not Spec.	Gen. Public	Parent	Tchrs/ Admin.	Govt.	Other	Not Spec.
Texas	Academic Excellence Indicator System Revised (AEIS): Campus Comparison Group Listing (CC)		X							X						X
	AEIS: Sample District and School Reports (DSR)	X	X	X						X						X
	AEIS 1994-95 State Perform. Rpt (SR)	X								X						X
	Snapshot '94: 1993-94 School District Profiles (SS)	X	X							X						X
Utah	The Utah Statewide Testing Program 1995 (USTPR)	X	X	X					X							X
	94-95 Fingertip Facts: Facts & Figures on UT Public School System (FF)	X							X		X					
	1994-95 Annual Report of State Superintendent of Public Instruction (AR)	X								X						X
	Utah's Major Student Assessment Programs (UMSAP)	X							X				X	X		
Vermont	A Scorecard for School Finance: Fifth Annual Report (SSF)	X								X						X
	Summary of the Annual Statistical Report of the School (SASRS)		X	X						X	X			X		
	VT Assessment Program: Assessment Results in Writing & Math. (VAPR)	X							X							X
	The Condition of Education in VT: 1994 Annual Report (CEV)		X							X	X		X			
Virginia	1995 Outcome Accountability Project: Summary of Statewide Reports (OAP)	X	X	X					X		X		X			
	Report of the Virginia Literacy Testing Program (RVLT)	X			X											X
Washington	WA State Assessment Program: District Level Summaries (WSAPS)		X							X						X
	Preliminary Results for Fall 1995 State Assessment Program - Grades 4, 8, & 11 (PRF)	X								X			X		X	
West Virginia	WV Report Cards: State, County, & School Data (WVRC)	X	X	X					X							X
Wisconsin	School Performance Rpt Card (WSPR)	X	X	X						X						X
Wyoming	No report available.															

Glossary of Indicators for Table B	
Indicator Reported	**Definition**
Data are reported by State, District, &/or School	Level of detail reported. Data are presented as state, district or school averages.
Diploma	Accountability information is used in awarding a diploma to students.
Accreditation	Accountability information is used for accreditation purposes.
Financial Aid	Accountability information is used in the distribution of financial aid.
Technical Assistance	Accountability information is used to determine the need for financial assistance for districts or schools.
Other	Accountability information is used for other purposes than those above
Not specified	Purposes/consequences of accountability information are not specified in the document.
General Public	Document specifically mentions the general public as a target audience: i.e., "citizens," "taxpayers," "friends of public education," etc.
Parents	Document specifically mentions parents as a target audience
Teachers/Administrators	Document specifically mentions teachers or administrators as a target audience
Government	Document specifically mentions the government (governor, legislators, school board members, etc.) as a target audience
Other	Document specifically mentions other audiences, (i.e., researchers, students, etc.)
Not Specified	Target audience not specified in document

Legend of Symbols for Table B	
Symbol/Term	**Definition**
X	The document contains this information

Table C. Test-Based Educational Indicators

State	Report	Test results	Exemption from Testing	State Standards	Second-ary Exit Exam	College Entrance Result	End-of-Course Exam	Advanced Placement	Comparison to prior years		
									State	District	School
Alabama	Annual Report: 1994 Statistical and Financial Data for 1993 (AR)										
	Annual Status Report on the Condition of Education 1993-94 (ASR)	E			?	?	?	?	?		
Alaska	Summary of Alaska's Public School Districts' Report Cards to the Public: School Year 1994-95 (RCP)	I/?	?	?		?			?	?	
Arizona	Arizona Pupil Achievement Testing 1995-96 School Year (APAT)	E	E								
	Arizona School Rpt Card 95-96 (SRC)	?									
Arkansas	Arkansas Annual School District Report Card (AASDR)	?				?		?		?	
	1995-96 Annual Report of the Advisory Council for the Education of Children with Disabilities (ARAC)										
California	Currently under revision										
Colorado	High Expectations, High Achievements: State Report Card 1995 (SRC)	?				?		?			
Connecticut	A Profile of our Schools: Condition of Education in CT 1993-94 (POS)	I		I		E		?			
	Special Education in CT (SEC)	I	I	I							
Delaware	Delaware Interim Assessment Report 1993-95 (IA)	I/E		I/E					I/E	I/E	I/E
District of Columbia	A Five Year Statistical Glance at D.C. Public Schools: School Years 1990-91 through 1994-95 (FYSG)	?							?		?
Florida	1994 School Public Accountability Report (SPAR)	?			?			?			
	1994-95 School Advisory Council Report (SACR)	?			?			?	?	?	?
Georgia	Official State Summary: Curriculum-based Assessment Prog Results (CBA)	E		E					E		
	Official State Summary: GA High School Graduation Tests (HSGT)	I			I				E		
	Official State Summary: GA Grades 5 & 8 Writing Assessments (WA)	?									
	Official State Summary: GA Norm-referenced Test Scores (NRT)	?							?		

Table C, cont.

State	Report	Test results	Exemption from Testing	State Standards	Second-ary Exit Exam	College Entrance Result	End-of-Course Exam	Advanced Placement	Comparison to prior years		
									State	District	School
Georgia, cont.	Statewide Medians School System Pilot Performance Report (SSPPR)	?		?		?		?			
Hawaii	The Superintendent's Fifth Annual Report on School Performance and Improvement in Hawaii (AR)	?			?				?		
	School Status and Improvement Report: School Year 1994-95 (SSIR)	?									?
Idaho	1993-94 ID School Profiles (SP)	?							?		
	1994-95 Annual Statistical Rpt (ASR)										
Illinois	School Report Card 1994-95 (SRC)	?				?					
	Summary of Student Achievement in Illinois (SSAI)	?							?		
Indiana	Performance-based Accreditation Manual (PBA)										
	Indiana Department of Education's Webpage (IW)	?		?		?					
Iowa	The Annual Condition of Education Report (ACER)	?				?			?		
Kansas	Accountability Report 1993-94 (AR)	I		?					?		
	Kansas Assessment Program: Results of 1995 Math., Reading, Science & Social Studies Assessment (KAP)	?							?		
Kentucky	1994-95 KY Assessment Results for Schools & Districts (KARSD)	?							?	?	
	1994-95 KY Midpoint Accountability Results for Schools & Districts: School & Dist. Score Listing (KMAR)	?								?	?
Louisiana	1993-94 Louisiana Progress Profiles State Report (SR)	?		?	?	?					
	1993-94 Progress Profiles District Composite Report (DCR)	I/E		?	I/E	?				I/E	I/E
	Special Education Data Report (SEDR)	I		I	I				I		
Maine	Maine's Education Data & Stats (MDS)	?									
Maryland	MD School Performance Report, 1995: State & School Systems (SPR)	?	?	?	?				?	?	
Massachusetts	Massachusetts School District Profiles (1996) (MSDP)	?				?					

Table C, cont.

State	Report	Test results	Exemption from Testing	State Standards	Second-ary Exit Exam	College Entrance Result	End-of-Course Exam	Advanced Placement	Comparison to prior years		
									State	District	School
Michigan	Michigan School Report (MSR)	?		?	?				?	?	?
	Spring 1996 Michigan Educational Assessment Program Statewide Results (High School Proficiency Tests) (SMEAP)	?		?							
Minnesota	No report available										
Mississippi	MS Report Card 1995 (MRC)	?			?	?		?			
Missouri	Profiles of MO Public Schools: Financial, Pupil & Staff Data for Fiscal Year 1993-94 (PMPS)										
	1992-93 Profiles Report of the Public Schools of MO (RPSM)	?				?					
Montana	MT Statewide Summary: Norm-referenced Student Assessment Reporting for the School Year 1994-95 (MSS)	?									
Nebraska	Report of the Nebraska Schools Accountability Commission (RNSAC)	?		?		?					
	Lincoln Public Schools 1995 Annual Report (LPSAR)	?				?			?		
Nevada	Analysis of NV Accountability System (ANSAS)	?			?	?					
New Hampshire	Educational Assessment Report (EAR)	?									
	Statistical Report 1 (SR1)										
	Statistical Report 2: Educator Report (SR2)										
	Statistical Report 3: Race of Pupils Enrolled in NH Schools (SR3)										
New Jersey	April 1995 Grade 11 High School Proficiency Test: State Summary (SS)	E			E						
	March 1995 Grade 8 Early Warning Test: State Summary (SSEWT)	E									
	Special Education: A Statistical Rept. for 1995-96 School Year (SESR)										
New Mexico	The Accountability Report 1994-95: Indicators of the Condition of Public Education in NM (AR)	?			?	?		?	?	?	

Table C, cont.

State	Report	Test results	Exemption from Testing	State Standards	Second-ary Exit Exam	College Entrance Result	End-of-Course Exam	Advanced Placement	Comparison to prior years: State	Comparison to prior years: District	Comparison to prior years: School
New York	Statistical Profiles of Public School Districts (SPPSD)	?			?				?		
	Statewide Profile of the Educational System (SPES)	I		I	?	?			?		
	Comprehensive Assessment Rpt: Reference Group Summaries, Pt 1 (CAR1)	E									
	Comprehensive Assessment Rpt: Reference Group Summaries, Pt 2 (CAR2)	I									
	Consolidated Special Education Performance Rpt for 1993-94 (CSPR)	I	I		I				I		
	The NY School Report Card: Elementary and Secondary Prototypes (SRC)	E			E						
	1996 Pocketbook of Goals & Results for Individuals with Disabitilities (PB)	I	I	I	I	I			I		
North Carolina	North Carolina Report Card: Administrative Supplement (NCRC)	?		?	?			?	?	?	?
	State of the State of Education Performance in NC, 1994 (SSEP)	?		?	?	?		?	?		
	North Carolina School Building Improvement Record (NCSBIR)	?		?	?				?	?	?
	The State of School Systems 1995 Report Card (SSSR)	?		?	?	?	?	?			
	1993-94 North Carolina State Testing Results (NCSTR)	I		I	I		I		I		
	North Carolina End-of-Grade Testing Program (NCEGT)	I		I	I						
North Dakota	Scholastic Aptitude Test Scores 1975-1995 (SATS)	?				?					
	North Dakota American College Test Results (1995) (ACTR)	?				?					
	School Finance Facts (Jan '95) (SFF)	?									
	ND School Report of State Superintendent of Public Instruction (NDSR)	?				?			?		
Ohio	Education Management Info System: State Profile FY94 v FY95 (EMIS SP)	?		?	?			?	?		
	EMIS Dist. Profile FY 95 (EMIS DP)	?		?	?			?			
	EMIS Joint Vocational School District Profile FY 95 (EMIS JV)										

Table C, cont.

State	Report	Test results	Exemption from Testing	State Standards	Second-ary Exit Exam	College Entrance Result	End-of-Course Exam	Advanced Placement	Comparison to prior years		
									State	District	School
Ohio, cont.	EMIS Educational Service Center Profile FY 95 (EMIS ESC)										
Oklahoma	Oklahoma Educational Indicators Program, State Report (STR)	?				?		?	?		
	Oklahoma Educational Indicators Program, District Report (DR)	?				?		?			
	OK Educational Indicators Program, District Historical Report (DHR)	?				?			?	?	
	Oklahoma Educational Indicators Program, School Report (SR)	?				?					
	District Financial Report: Results 1994 (DFR)										
	1993-94 Secondary School Curriculum Review (SSCR)										
Oregon	OR Report Card to Legislature (ORCL)	?				?			?		
Pennsylvania	Status Rpt on Education in Pennsyl-vania: A Statistical Summary (SREP)	?				?			?		
	The Pennsylvania System of School Assessment: 1994-95 School-by-School Results (SSR)	?									
Rhode Island	Rhode Island Public School: 1994 District Profiles (RIDP)	I		I		I			I		
	Student Performance in Rhode Island 1994 (SPRI)	?		?							
South Carolina	SC Education Profiles (SCEP)	?		?		?		?			
	State of Educational Reform: What is the Penny Buying for SC? (SER)	?		?	?	?					
	State Performance Profile (SPP)	?			?			?	?	?	
	1995 Results of the Basic Skills Assessment Program (RBSAP)	I			I						
	1995 Results of the Metropolitan Achievement Tests, 7th Ed. (RMAT)	I									
South Dakota	Education in South Dakota: A Statistical Profile (SP)	?				?		?	?		
Tennessee	21st Century Schools Report Card Cheatham County (RC)	?			?	?					
	Cheatham County Report Card Supplement (RCS)	?			?						?

Table C, cont.

State	Report	Test results	Exemption from Testing	State Standards	Second-ary Exit Exam	College Entrance Result	End-of-Course Exam	Advanced Placement	Comparison to prior years		
									State	District	School
Texas	Academic Excellence Indicator System Revised (AEIS): Campus Comparison Group Listing (CC)										
	AEIS: Sample District and School Reports (DSR)	I	I		I	E	I			I	
	AEIS 1994-95 State Perform. Rpt (SR)	I	I		I	E	I		I		I
	Snapshot '94: 1993-94 School District Profiles (SS)	E			E	E	E		E		
Utah	The Utah Statewide Testing Program 1995 (USTPR)	?							?		
	94-95 Fingertip Facts: Facts & Figures on UT Public School System (FF)	?				?		?	?		
	1994-95 Annual Report of State Superintendent of Public Instruction (AR)	?				?		?	?		
	Utah's Major Student Assessment Programs (UMSAP)	?							?		
Vermont	A Scorecard for School Finance: Fifth Annual Report (SSF)										
	Summary of the Annual Statistical Report of the School (SASRS)										
	VT Assessment Program: Assessment Results in Writing & Math. (VAPR)	?	?						?		
	The Condition of Education in VT: 1994 Annual Report (CEV)										
Virginia	1995 Outcome Accountability Project: Summary of Statewide Reports (OAP)	I						?	I		
	Report of the Virginia Literacy Testing Program (RVLT)	?			?						
Washington	WA State Assessment Program: District Level Summaries (WSAPS)	?	I								
	Preliminary Results for Fall 1995 State Assessment Program - Grades 4, 8, & 11 (PRF)	?							?		
West Virginia	WV Report Cards: State, County, & School Data (WVRC)	E				E		E			
Wisconsin	School Performance Rpt Card (WSPR)	?				?		?			
Wyoming	No report available.										

Glossary of Indicators for Table C	
Indicator Reported	**Definition**
Test Results	Achievement testing results
Exemption from Testing	The number or percentage of students exempted from achievement testing
State Standards	The number or percentage of students meeting prescribed state standards in the area of testing or written description of the state standard is provided in the accountability document
Secondary Exit Exam	Results of students taking a secondary high school exit exam (i.e. High school graduation exam)
College Entrance Result	American college test (ACT) or standardized assessment test (SAT) student results
End-of-Course Exam	Student results of tests given after the completion of a course (i.e. 3rd grade reading test)
Advanced Placement	Student results of advanced placement examinations or the number of students enrolled in ap classes
Comparison to prior years by State, District, &/or School	Comparisons are made to previous years' data by state, district, and/or local school levels

Legend of Symbols for Table C	
Symbol/Term	**Definition**
?	It is unclear or not specified whether students with disabilities were included in the data.
E	Students with disabilities were excluded from the data.
I	Students with disabilities were included in the data.
I/E	Some students with disabilities were included in the data, and other students with disabilities were not included in the data.
Blank spaces	The document does not report data on this indicator.

Table D. Other Educational Indicators

State	Report	Inputs			Processes			Outcomes			Accred. Status by	
		Student-teacher Ratio	Cost	Other	Enroll-ment	Atten-dance	Other	Dropout rates	Gradua-tion Rates	Other	District	School
Alabama	Annual Report: 1994 Statistical and Financial Data for 1993 (AR)		?	?	?	?		?	?			
	Annual Status Report on the Condi-tion of Education 1993-94 (ASR)				I	?						
Alaska	Summary of Alaska's Public School Districts' Report Cards to the Public: School Year 1994-95 (RCP)	?	?	?	I	?		?	?			
Arizona	Arizona Pupil Achievement Testing 1995-96 School Year (APAT)											
	Arizona School Report Card 95-96 (SRC)			?	?	?				?		
Arkansas	Arkansas Annual School District Report Card (AASDR)	?	?	?	?	?		?	?	?		
	1995-96 Annual Report of the Advisory Council for the Education of Children with Disabilities (ARAC)		I		I	I	I					
California	Currently under revision											
Colorado	High Expectations, High Achievements: State Report Card 1995 (SRC)	I	I				?	?	?		?	
Connecticut	A Profile of our Schools: Condition of Education in CT 1993-94 (POS)	?	?	I	I	?	?	?		?		
	Special Education in CT (SEC)		I	I	I		I	I	I	I		
Delaware	Delaware Interim Assessment Report 1993-95 (IA)											
District of Columbia	A Five Year Statistical Glance at D.C. Public Schools: School Years 1990-91 through 1994-95 (FYSG)		?		I	I	?	?	?	?		
Florida	1994 School Public Accountability Report (SPAR)			?		?		?		?		
	1994-95 School Advisory Council Report (SACR)		?	I	I	?		?		?		
Georgia	Official State Summary: Curriculum-based Assessment Program Results (CBA)											
	Official State Summary: GA High School Graduation Tests (HSGT)											
	Official State Summary: GA Grades 5 & 8 Writing Assessments (WA)											
	Official State Summary: GA Norm-referenced Test Scores (NRT)											

Table D, cont.

State	Report	Inputs			Processes			Outcomes			Accred. Status by	
		Student-teacher Ratio	Cost	Other	Enroll-ment	Atten-dance	Other	Dropout rates	Gradua-tion Rates	Other	District	School
Georgia, cont.	Statewide Medians School System Pilot Performance Report (SSPPR)							?	I	?		
Hawaii	The Superintendent's Fifth Annual Report on School Performance and Improvement in Hawaii (AR)	?	?	?	?	?				?		
	School Status and Improvement Report: School Year 1994-95 (SSIR)	I		?	?	?	?					
Idaho	1993-94 ID School Profiles (SP)	I	?	I				?	?	I		
	1994-95 Annual Statistical Rpt (ASR)			I								
Illinois	School Report Card 1994-95 (SRC)	?	?	?	?	?	?	?		?		
	Summary of Student Achievement in Illinois (SSAI)											
Indiana	Performance-based Accreditation Manual (PBA)											
	Indiana Department of Education's Webpage (IW)		?		I	?			?			
Iowa	The Annual Condition of Education Report (ACER)	?	?	?	?	?	?	?		?		
Kansas	Accountability Report 1993-94 (AR)			?		I		I		?		
	Kansas Assessment Program: Results of 1995 Math., Reading, Science & Social Studies Assessment (KAP)											
Kentucky	1994-95 KY Assessment Results for Schools & Districts (KARSD)					?		?	?		?	?
	1994-95 KY Midpoint Accountability Results for Schools & Districts: School & Dist. Score Listing (KMAR)					?		?	?			?
Louisiana	1993-94 Louisiana Progress Profiles State Report (SR)		?	?	?	E		?		?		
	1993-94 Progress Profiles District Composite Report (DCR)			?		E	?	?		?		
	Special Education Data Report (SEDR)			I	I		I	I	I	I		
Maine	Maine's Education Data & Stats (MDS)		?	?	I	I	?	?	?	?		
Maryland	MD School Performance Report, 1995: State & School Systems (SPR)	?	?	?	?	?	?	?	?			
Massachusetts	Massachusetts School District Profiles (1996) (MSDP)	?	I	?	I			?				

Table D, cont.

State	Report	Inputs			Processes			Outcomes			Accred. Status by	
		Student-teacher Ratio	Cost	Other	Enroll-ment	Atten-dance	Other	Dropout rates	Gradua-tion Rates	Other	District	School
Michigan	Michigan School Report (MSR)	?	?	?	?			?	?		?	?
	Spring 1996 Michigan Educational Assessment Program Statewide Results (High School Proficiency Tests) (SMEAP)											
Minnesota	No report available											
Mississippi	MS Report Card 1995 (MRC)	?	I		I	?		?	I		?	
Missouri	Profiles of MO Public Schools: Financial, Pupil & Staff Data for Fiscal Year 1993-94 (PMPS)	?	?	?	?	?	?	?	?	?		
	1992-93 Profiles Report of the Public Schools of MO (RPSM)		I	?	?	?	?	E	?	?		
Montana	MT Statewide Summary: Norm-referenced Student Assessment Reporting for the School Year 1994-95 (MSS)											
Nebraska	Report of the Nebraska Schools Accountability Commission (RNSAC)											
	Lincoln Public Schools 1995 Annual Report (LPSAR)		E	?	I					?		
Nevada	Analysis of NV Accountability System (ANSAS)		?	?	I	?		?				
New Hampshire	Educational Assessment Report (EAR)											
	Statistical Report 1 (SR1)	?		?	I							
	Statistical Report 2: Educator Report (SR2)			?								
	Statistical Report 3: Race of Pupils Enrolled in NH Schools (SR3)			?	?							
New Jersey	April 1995 Grade 11 High School Proficiency Test: State Summary (SS)											
	March 1995 Grade 8 Early Warning Test: State Summary (SSEWT)											
	Special Education: A Statistical Rept. for 1995-96 School Year (SESR)	I		I	I		I	I	I			
New Mexico	The Accountability Report 1994-95: Indicators of the Condition of Public Education in NM (AR)		?	?	?		?	?	?	?		

Table D, cont.

State	Report	Inputs			Processes			Outcomes			Accred. Status by	
		Student-teacher Ratio	Cost	Other	Enroll-ment	Atten-dance	Other	Dropout rates	Gradua-tion Rates	Other	District	School
New York	Statistical Profiles of Public School Districts (SPPSD)	?	?	?	I	?		?	?	?		
	Statewide Profile of the Educational System (SPES)	?	?	?	?	?	?	?	I			
	Comprehensive Assessment Rpt: Reference Group Summaries, Part 1 (CAR1)											
	Comprehensive Assessment Rpt: Reference Group Summaries, Part 2 (CAR2)			?		I		?	?	?		
	Consolidated Special Education Performance Report for 1993-94 (CSPR)		I	I	I		I	I	I	I		
	The NY School Report Card: Elementary and Secondary Prototypes (SRC)	?	?	?	?			?	?			
	1996 Pocketbook of Goals & Results for Individuals with Disabilities (PB)		I	I	I			I	I	I		
North Carolina	North Carolina Report Card: Administrative Supplement (NCRC)	?	?	?		?						
	State of the State of Education Performance in NC, 1994 (SSEP)											
	North Carolina School Building Improvement Record (NCSBIR)	?				?			?			
	The State of School Systems 1995 Report Card (SSSR)					?		?	?		?	?
	1993-94 North Carolina State Testing Results (NCSTR)			?		?						
	North Carolina End-of-Grade Testing Program (NCEGT)										?	
North Dakota	Scholastic Aptitude Test Scores 1975-1995 (SATS)											
	North Dakota American College Test Results (1995) (ACTR)											
	School Finance Facts (Jan '95) (SFF)	?	I		I			?	?			
	ND School Report of State Superintendent of Public Instruction (NDSR)	I	I	I	I			?	?	?		
Ohio	Education Management Info System: State Profile FY94 v FY95 (EMIS SP)	?	?	?		I	?	?		?		
	EMIS District Profile FY 95 (EMIS DP)	?	?	?		?	?	?		?		
	EMIS Joint Vocational School District Profile FY 95 (EMIS JV)	?	?	?		I				?		

Table D, cont.

State	Report	Inputs			Processes			Outcomes			Accred. Status by	
		Student-teacher Ratio	Cost	Other	Enrollment	Attendance	Other	Dropout rates	Graduation Rates	Other	District	School
Ohio, cont.	EMIS Educational Service Center Profile FY 95 (EMIS ESC)		I	I								
Oklahoma	Oklahoma Educational Indicators Program, State Report (STR)		?	?	?			?	?	?		
	Oklahoma Educational Indicators Program, District Report (DR)	?	?	?	I			?	?			
	OK Educational Indicators Program, District Historical Report (DHR)			?	I	?		?				
	Oklahoma Educational Indicators Program, School Report (SR)			?	?			?		?		
	District Financial Report: Results 1994 (DFR)		?	?								
	1993-94 Secondary School Curriculum Review (SSCR)									I		
Oregon	OR Report Card to Legislature (ORCL)	I/?	I/?		I			I/?	I/?			
Pennsylvania	Status Rpt on Education in Pennsylvania: A Statistical Summary (SREP)		?	?	?	?		?	?	?		
	The Pennsylvania System of School Assessment: 1994-95 School-by-School Results (SSR)			?								
Rhode Island	Rhode Island Public School: 1994 District Profiles (RIDP)	?	?	I	I	?		?	?		?	?
	Student Performance in Rhode Island 1994 (SPRI)			?					?			
South Carolina	SC Education Profiles (SCEP)	?	?	?	I			?	?	?		
	State of Educational Reform: What is the Penny Buying for SC? (SER)		?	?	?	?		?	?			
	State Performance Profile (SPP)	?	?	?	?	?	?	?		?		
	1995 Results of the Basic Skills Assessment Program (RBSAP)											
	1995 Results of the Metropolitan Achievement Tests, 7th Ed. (RMAT)											
South Dakota	Education in South Dakota: A Statistical Profile (SP)	?	?	?	I	?		?	I			
Tennessee	21st Century Schools Report Card Cheatham County (RC)		?	?		?		?				
	Cheatham County Report Card Supplement (RCS)		?									

Table D, cont.

State	Report	Inputs			Processes			Outcomes			Accred. Status by	
		Student-teacher Ratio	Cost	Other	Enroll-ment	Atten-dance	Other	Dropout rates	Gradua-tion Rates	Other	District	School
Texas	Academic Excellence Indicator System Revised (AEIS): Campus Comparison Group Listing (CC)			?								
	AEIS: Sample District and School Reports (DSR)	I	I	I		I		I	I	I	X	X
	AEIS 1994-95 State Perform. Rpt (SR)					I		I				
	Snapshot '94: 1993-94 School District Profiles (SS)	I	I	I	I	I		I	I		X	
Utah	The Utah Statewide Testing Program 1995 (USTPR)			?								
	94-95 Fingertip Facts: Facts & Figures on UT Public School System (FF)	?	?	?	?				?			
	1994-95 Annual Report of State Superintendent of Public Instruction (AR)		?	?	I							
	Utah's Major Student Assessment Programs (UMSAP)											
Vermont	A Scorecard for School Finance: Fifth Annual Report (SSF)		?					?	?			
	Summary of the Annual Statistical Report of the School (SASRS)		?									
	VT Assessment Program: Assessment Results in Writing & Math. (VAPR)											
	The Condition of Education in VT: 1994 Annual Report (CEV)		?	?	I	?		?	?			
Virginia	1995 Outcome Accountability Project: Summary of Statewide Reports (OAP)					I	I	I	I	I		
	Report of the Virginia Literacy Testing Program (RVLT)											
Washington	WA State Assessment Program: District Level Summaries (WSAPS)											
	Preliminary Results for Fall 1995 State Assessment Program - Grades 4, 8, & 11 (PRF)											
West Virginia	WV Report Cards: State, County, & School Data (WVRC)	?	?	?		?		?	?			
Wisconsin	School Performance Rpt Card (WSPR)	?	?	?	?	?	?	?	?			
Wyoming	No report available.											

Glossary of Indicators for Table D	
Indicator Reported	**Definition**
Test results	Document reports achievement testing results.
Enrollment	Number or percentage of students enrolled in the school
Attendance	Number or percentage of students figured in the daily attendance ratios
Drop-Out Rates	Number or percentage of students who drop out of school
Graduation Rates	Number or percentage of students who graduate from high school
Student-Teacher Ratio	Number of students to every teacher (in some cases, states use a student-staff ratio)
Cost	School financial data
Accreditation Status by District or School	Accreditation status is reported in the report by either school district or local school levels.

Legend of Symbols for Table D	
Symbol/Term	**Definition**
?	It is unclear or not specified whether students with disabilities were included in the data.
E	Students with disabilities were excluded from the data.
I	Students with disabilities were included in the data.
I/E	Some students with disabilities were included in the data, and other students with disabilities were not included in the data.
Blank spaces	The document does not report data on this indicator.

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